

English plus⁺

Teacher's Guide **2**

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Introducing *English plus*

Description of the course

English plus is a four-level course for ESO that will give your students all the skills they need to communicate with confidence in English. The course has been designed on the basis of extensive research in secondary schools throughout Spain to ensure that it really works in the classroom. The core material covers all the requirements of the ESO curriculum in a clear unit structure and an extensive *Options* section at the back of the book will bring variety and challenge to your English classes. Culture, CLIL, communication, projects – *English plus Options* will help you to tailor the course to meet your students' needs and keep them motivated and interested throughout the year. This variety and flexibility extends to a wide range of supplementary material, carefully designed to build on work done in class and also to address different abilities.

Aims of the course

To develop students' ability to understand and apply language rules accurately

English plus presents new language both in context and in tables to ensure that students fully understand usage as well as form. Each new point is practised in a variety of challenging activities to make students think and apply what they have learnt.

To develop effective reading, writing, listening and speaking skills

English plus places equal emphasis on the development of all four skills. Each unit contains reading, writing, listening and speaking sections. A step-by-step approach has been taken to speaking and writing, which will ensure that students of all abilities will be able to produce their own texts and dialogues. There are extra listening and speaking sections at the back of the book and the *Culture* and *Curriculum extra* pages provide a variety of additional challenging reading material.

To keep students interested and involved

English plus is a topic-based course. The topics and texts are designed both to motivate and to educate teenage learners. The activities are designed to engage students and encourage participation. The *Options* at the back of the book provide variety and enable you to adapt the course to suit students' interests.

To teach natural, everyday English

The *How to* sections give students key phrases to use in a communicative and functional way. Students are more likely to learn and remember language if they are encouraged to use it in communicative contexts.

To review and recycle language thoroughly and systematically

Language is recycled throughout the course. A *Consolidation* and *Cumulative review* section follows every two units and there are further opportunities to consolidate and check progress in the Workbook.

To develop the Key competences with a particular focus on Competence in linguistic communication

English plus develops the Key competences as required by the *Ley Orgánica de Educación (LOE)* (see page xxvi). This Teacher's Guide contains optional activities that promote the Key competences with explanatory notes.

To be flexible and to cater for all learning needs

With *English plus* you can choose the most appropriate material for your class and for individual students. The *Options* at the back of the book allow you to give students extra practice of particular skills and introduce variety into your classroom. If you have a range of abilities in the class, the Workbook, Tests and Teacher's Resource Book contain three levels of material so that you can select the right material for each student.

To incorporate the latest developments in teaching methodology

English plus follows a tried and tested structure in the presentation and practice of language, but it also gives you the flexibility to introduce newer teaching methods into your class when you are ready. For example, the *Curriculum extra* sections at the back of the Student's Book and the *Cross-curricular extension* sections in the Teacher's Resource Book will enable you to experiment with Content and Language Integrated Learning (CLIL) in a structured way.

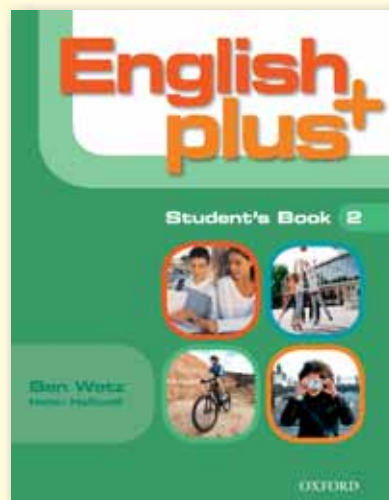
To provide a comprehensive digital solution

Whether your students are working on laptops or in notebooks, *English plus* has been designed to meet their needs and you can choose between print or digital versions of the Student's Book and Workbook. Whichever option you choose, you can bring the Student's Book to life with fully interactive activities on the interactive whiteboard.

Components of the course

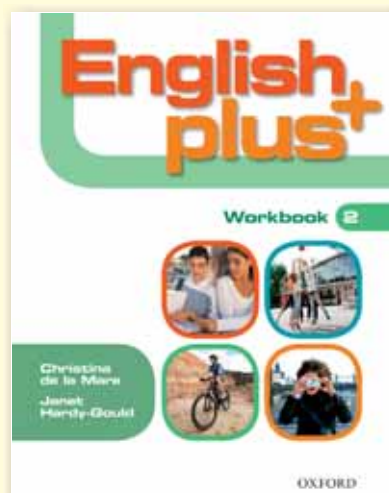
The 120-page **Student's Book** contains:

- a **Starter unit** to revise basic vocabulary and grammar.
- nine **teaching units**; each unit has two vocabulary sections, two or more grammar presentations and three or more communication sections. There is practice of the four skills throughout. Each unit has a whole page devoted to speaking skills and a whole page devoted to writing skills.
- five **Consolidation and Cumulative review** sections which provide revision of all the language studied up to that point in the book.
- twenty-nine pages of *English plus Options* which include:
 - three **Song** pages with pop songs and language activities.
 - six **Extra listening and speaking** pages to give further practice in these skills.
 - ten **Curriculum extra** pages which are linked to topics taught in other subject areas in the second year of ESO.
 - three **Project** pages with posters, maps and proposals.
 - seven **Culture** pages with topics that invite cultural comparisons.



The 128-page **Workbook** contains:

- six pages of **additional practice** for each of the Student's Book units. This comprises exercises for vocabulary, grammar, reading and writing at three levels. It also includes listening exercises in the form of dictation.
- a two-page **Progress review** at the end of each unit for grammar, vocabulary, communication and translation.
- a 48-page **Reference section** which includes: a **Grammar reference** with additional practice exercises for each grammar point; a **Pronunciation bank** with exercises for each pronunciation point; a **Vocabulary puzzles** section with fun vocabulary games and activities for each unit; an alphabetical **Wordlist** with illustrations and a phonetic chart; an **Expression bank** with key phrases from the *How to* sections; an **Irregular verbs** list.



A **Teacher's edition** with answers is also available.

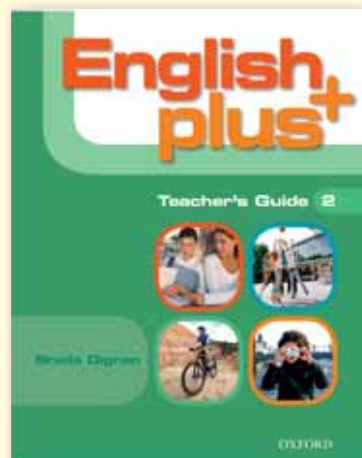
The four **Class audio CDs** contain:

- all the listening material for the **Student's Book**.
- the listening material for the **Pronunciation** activities in the Workbook.
- the listening material for the **Dictations** in the Workbook.
- the listening material for the **Drama** sections in the Teacher's Resource Book.
- the listening material for the **Tests**.



The 296-page Teacher's Guide contains:

- an introduction with **teaching tips**, including information on mixed ability, CLIL, Key competences, evaluation and testing, and using technology.
- photocopiable **Student Self-assessment Checklists**.
- **teaching notes** and **answer key** for all the Student's Book material.
- ideas for **extra optional activities** linked to the Key competences.
- **background notes** and cultural information, and language notes.
- the **tapescripts**.
- the **Workbook answer key**.



The Teacher's Resource and Tests Pack contains:

- **grammar and vocabulary worksheets** at three levels: basic, revision and extension.
- **communicative pairwork** activities.
- **drama** worksheets.
- two-page **cross-curricular extension** worksheets for each of the Curriculum extra topics in the Student's Book.
- a **Multi-ROM** containing editable Word files and PDFs of all the Teacher's Resource Book material and **Tests**, plus all the accompanying audio files.



The Multi-ROM contains the following tests as editable Word files and PDFs:

- a **diagnostic test** to use at the beginning of the year.
- **unit tests**, including listening, vocabulary, grammar, reading and writing activities at three levels: basic, standard and higher.
- **end-of-term** and **end-of-year** tests at three levels: basic, standard and higher.
- **speaking tests** for each unit, end-of-term and end-of-year test.
- **translation activities** from students' own language into English.



The DVD contains:

- nine **documentaries** which revise the language presented in the units, including:
- six **Culture** documentaries which expand the topics covered in the Culture pages in the Student's Book.
- three **Cross-curricular** documentaries which explore three of the Curriculum extra topics covered in the Student's Book.
- interactive on-screen **comprehension** questions for ease of use in the classroom.
- optional **subtitles** in English.
- **worksheets** containing comprehension, language and speaking activities, along with teaching notes for each unit of the DVD.

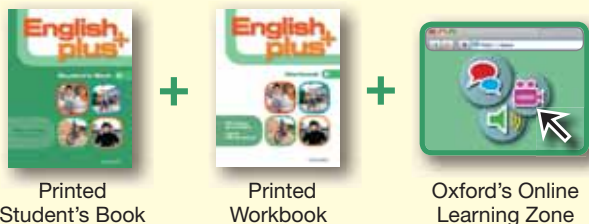


Digital options

English plus provides a totally flexible package which enables you to combine print and digital to suit your needs.

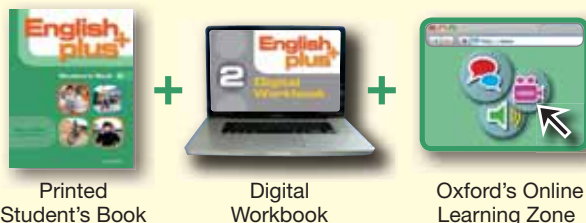
Option 1:

You want your students to use books in class and at home, but also to have access to online practice material to complement their learning.



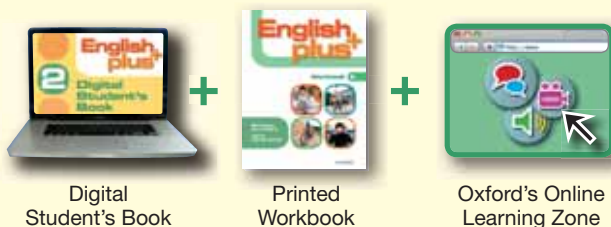
Option 2:

You want your students to work with printed books in class, but do their homework online, allowing you to automatically track their progress.



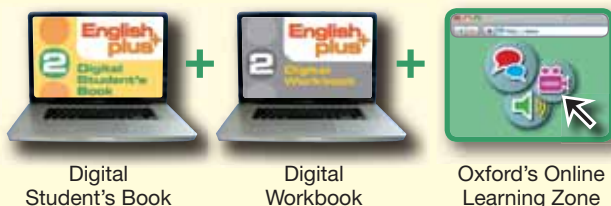
Option 3:

You want your students to work with computers in class, but you still want them to use printed Workbooks for homework.



Option 4:

You want to follow a fully digital approach, with students working online both at school and at home.

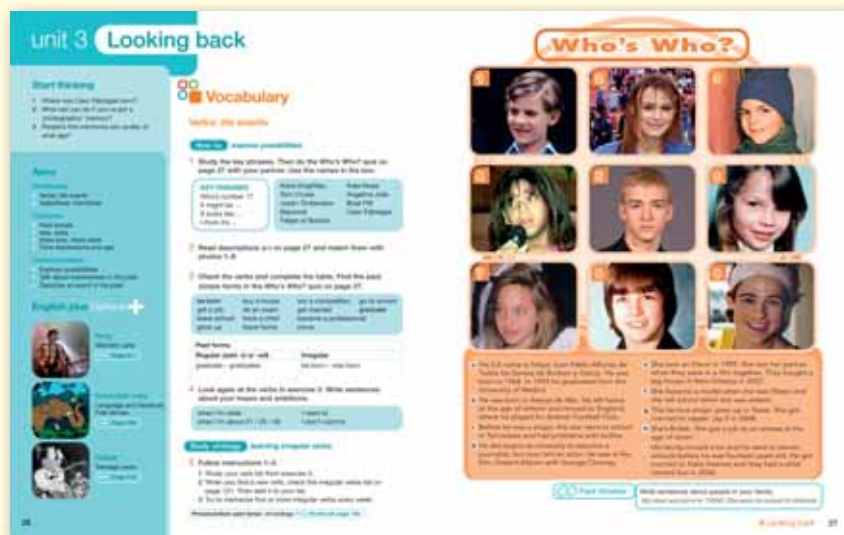


Online Learning Zone

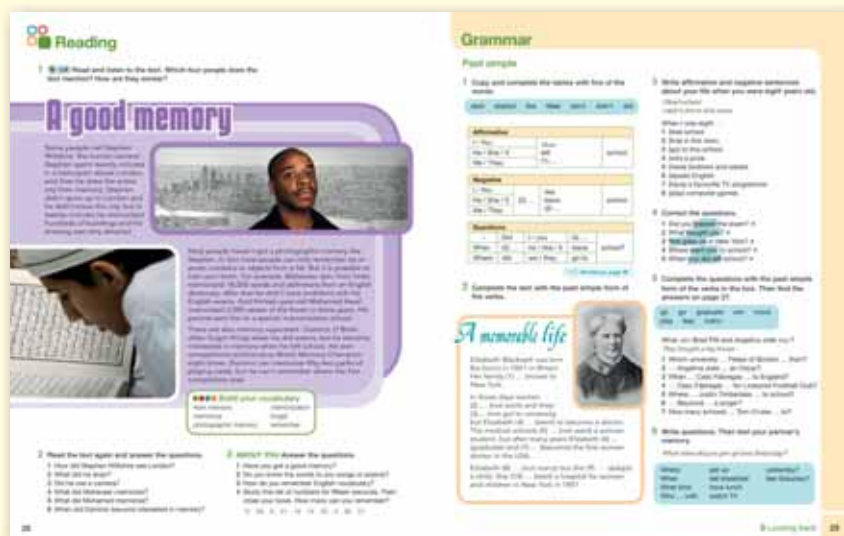
With all of the above options, you and your students have access to Oxford's unique Online Learning Zone including speaking activities, web quests, videos, games and more.

Student's Book 2 at a glance

Teaching units



- The **unit summary** explains what students are going to study in the unit. The **Start thinking** questions encourage students to start thinking about the unit topic and the **English plus Options** refer to the extra optional material at the back of the Student's Book.
- The **first vocabulary set**, which establishes the topic of the unit, is presented and practised.
- A **quiz, questionnaire, puzzle or game** contextualizes the first vocabulary set.
- A variety of **comprehension** exercises practises the vocabulary. Where relevant, a **How to** section provides practice of the vocabulary in everyday language for communication.



- A **reading text** contextualizes the first vocabulary set and models grammatical structures which students will study in the following section.
- A **Build your vocabulary** section highlights key vocabulary from the reading text. This vocabulary is practised further in the Workbook.
- **About you** questions provide more personalized practice of the vocabulary.
- The **first grammar section** presents and practises one or more grammatical structures. The presentation typically consists of an awareness activity, in which students formulate rules or answer questions about examples.
- A **reference** to the Workbook shows students where they can find a detailed explanation of the new grammar together with further practice activities.
- The **grammar practice exercises** are graded and are often topic-based. Where relevant, a **How to** section provides practice of the grammar in everyday language for communication.

- The **second vocabulary set** is presented and practised.
- A variety of **comprehension** exercises practises the vocabulary.
- One or more **listening activities** contextualize the vocabulary and model grammatical structures which students will study in the following section.
- The **second grammar section** presents and practises one or more grammar structures. Where relevant, a *How to* section provides practice of the grammar in everyday language for communication.

- There is a double page of **skills practice** in every unit, which further recycles and consolidates language practised in the unit.
- A whole page is devoted to **speaking skills** with a functional focus.
- The **speaking model** presents the target dialogue and language.
- The **Key phrases** box highlights structures which students can use in their own speaking dialogue.
- **Speaking activities** lead students step-by-step towards producing their own dialogues.
- A whole page is devoted to **writing skills**.
- The **writing model** presents the target writing task and language.
- The **Key phrases** box highlights structures which students can use in their own writing task.
- The **Language point** presents and practises useful writing skills and structures, such as punctuation and capital letters.
- The **Writing guide** encourages students to think and plan before writing a specific task.

Consolidation units 2-3

Vocabulary

1 Write a word for each photo.

2 Choose the correct words A, B or C.

Grammar

3 Complete the sentences and questions.

Error correction

4 Correct the sentences and questions.

Translation

5 Translate the sentences and questions.

Cumulative review units 1-3

Vocabulary

1 Complete the expressions with the words in the box.

Grammar

2 Complete the dialogue with the correct form of the verbs.

Communication

3 Watch expressing 1-4 with a partner.

4 Write a response for each situation.

5 Watch with a partner. Practise the situations from activities 3 and 4.

- There is a revision section at the end of every two units.
- There are vocabulary, grammar, error correction and translation activities on every Consolidation page.
- The Cumulative review deals with the vocabulary, grammar and communication points covered in all the previous units.

Reading

1 Read the text and add sentences a-d to complete the text.

LUCKY NUMBERS

2 Read the text again and answer the questions.

Grammar

1 Study the examples in the tables. Then complete sentences a-f.

2 Write sentences. Practice the future for one of your dreams.

3 Order the words to make questions.

4 Complete the text using the correct form of the verbs and the past tense.

Other features of the Student's Book

- The reference to **Pronunciation** takes students to the Pronunciation bank in the Workbook which has activities for each pronunciation point.
- The **How to** sections present and practise communicative and functional language.
- The **Study strategy** builds students' study skills and encourages autonomous learning.
- The **Dictation** activity checks and consolidates the vocabulary and structures presented in the unit.
- The **Fast finisher** activity provides support for mixed ability classes.

Vocabulary and listening

Adjectives: personality

1 Choose and complete the letter with the adjectives: nervous, shy, generous, quiet, outgoing, friendly, serious.

2 Complete the sentences with adjectives from exercise 1.

3 Look at the interesting object and complete the questions. What's your opinion? Complete sentences a-d.

4 Listen to a conversation between Holly, Benji and Julia. Match two opinions to each item.

5 Listen again and complete the sentences.

Numerology: numbers and personality

1 Add the digits in your birth date and name to find your numerology number.

2 Calculate your numerology number.

3 Calculate your personality number.

Grammar

First conditional

1 Study the examples in the table and complete the table with action and result.

2 Choose the correct words.

Superstitions from around the world

1 If a cat crosses your path, you may see a ghost.

2 If you see a black cat, you may see a ghost.

3 If you see a black cat, you may see a ghost.

4 If you see a black cat, you may see a ghost.

5 If you see a black cat, you may see a ghost.

YOUR STRAPS: AFRICS

1 Complete the text using the correct form of the verbs and the past tense.

2 Complete the sentences with your ideas. Use the first conditional.

Fast finisher

1 Read the text and complete the sentences.

English plus Options

The *English plus Options* section at the back of the Student's Book provides a wealth of optional extra material. There are three extra activities for each unit, which review and extend the language and these include **Song**, **Extra listening and speaking**, **Curriculum extra**, **Project** and **Culture** pages.



- There are three **Song** pages, which feature pop songs by well-known artists.
- A **biography** gives information about the artist.
- There are **song lyrics** with a language activity and a comprehension activity.



- There are three **Project** pages, which include posters, maps and proposals.



- There are six **Extra listening and speaking** pages, which give further practice in these skills and focus on natural, functional language.

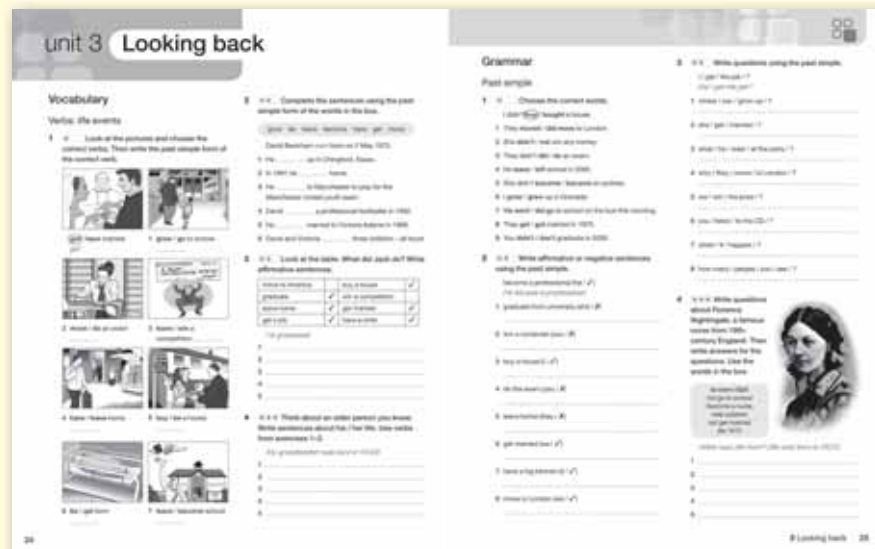


- There are six **Culture** sections, which invite cultural comparisons and get students thinking about similarities and differences with their own culture.

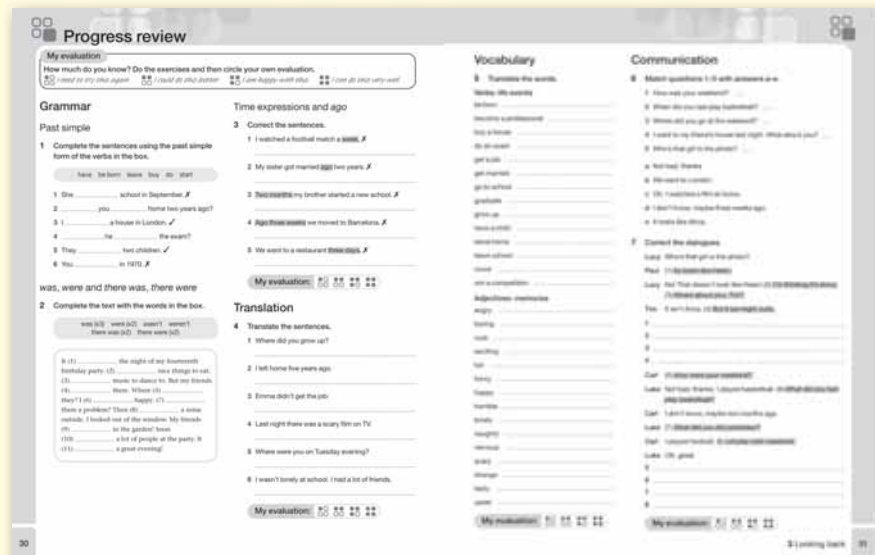


- There are nine **Curriculum extra** sections linked to the curriculum for other subjects studied in the second year of ESO.
- Subjects such as Language and Literature, Natural Science and Geography are addressed through motivating texts and activities.
- These pages allow you to introduce CLIL into your classroom in a structured way.

Workbook 2 at a glance



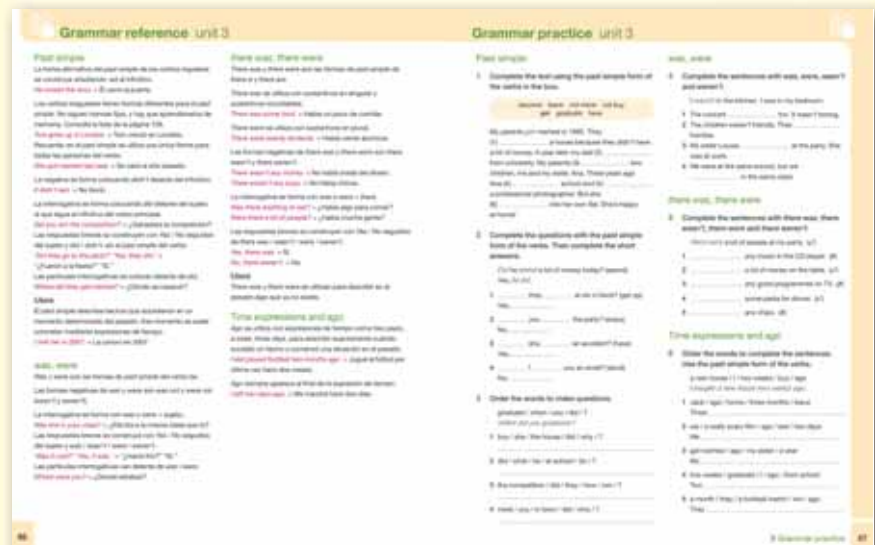
- The Workbook includes exercises in **grammar, vocabulary** and **skills**, which mirror the language and skills work in the Student's Book pages.
- There are **three levels** of practice activities: one-star activities provide basic revision and language manipulation; two-star activities involve more productive exercises; and three-star activities are more open and offer more challenge.



- There is a two-page **Progress review** at the end of every unit.
- The exercises check students' understanding of all the vocabulary, grammar and communication presented in the unit. They also provide a record of what has been learnt in the unit.
- The **self-evaluation** feature encourages students to think about their progress.

Workbook reference section

The reference section in the Workbook contains grammar and vocabulary reference material as well as more activities for consolidation and extension.



- There is a **Grammar** section for every unit, which **reviews** all of the grammar points in the unit.
- The left-hand page provides full grammar explanations in the students' own language, covering both **form** and **usage**.
- The right-hand page provides corresponding exercises to **check** and **consolidate** understanding of each grammar point.

English plus methodology

Vocabulary

Two vocabulary sets are presented in each unit of *English plus*. Both sets are connected with the main topic of the unit and items have been selected for their frequency, usefulness and relevance to the age group. The vocabulary sets are presented through pictures and / or short texts. There is a variety of practice exercise types. Students are often asked to use language either in a personalized or creative way, and some exercises have open answers, so students can complete the tasks according to their ability.

The target vocabulary is recycled and reinforced in texts and exercises throughout the unit and there are also cumulative reviews in the Consolidation sections.

The Workbook provides three levels of practice. One-star activities provide basic revision and language manipulation; two-star activities involve more productive exercises; three-star activities are more open and offer more challenge. The vocabulary from each unit is also tested in the Progress review, which contains a complete list of the target vocabulary for students to translate. The Progress review also provides students with a record of the language of the unit, which they can use as a quick reference guide. At the back of the Workbook, a Vocabulary puzzles section recycles the unit vocabulary through fun games and activities. You could use these puzzles as fast finisher activities or set them for homework. The Teacher's Resource Book also provides photocopiable worksheets at three levels to provide further consolidation and extension of the vocabulary sets.

The Wordlist in the Workbook provides students with an extensive vocabulary resource, which can be utilized in various ways:

For reference: the alphabetical bilingual wordlist can be used as a mini dictionary.

For extension: additional words are provided in the picture dictionary sections to widen students' vocabulary.

Grammar

Each unit of *English plus* has two or more grammar sections. The grammar is split in this way in order to avoid overload and so that students have time to assimilate and practise what they have learnt.

New structures are always previewed in context, either in a listening or reading text, so that students are familiar with the meaning of the grammar before manipulating its form. In the grammar sections, students are asked to analyse either examples or tables and encouraged to deduce rules, which can then be checked in the Grammar reference in the Workbook. This inductive methodology helps students to engage with the language, which in turn should help them to remember it.

At the end of each grammar presentation, there is a reference to the Grammar reference in the Workbook. This includes a more detailed explanation of the grammar point, which is provided in the students' own language to ensure that all

students can understand it easily. You can read through the explanation with your class and use this section for revision. The grammar presentation is followed by a number of graded practice activities. The activities are topic based and therefore require students to understand the usage and meaning of the grammatical structures, as well as the form. Some activities are more controlled and some are more open. Students are also given the opportunity to use the new language structures in a more productive, personalized or creative way. Where appropriate, a *How to* section shows students examples of the structure used in everyday communication and enables them to put this into practice.

There are further grammar practice activities in the Workbook. As with the vocabulary exercises in the Workbook, there are one-star activities which provide basic revision and language manipulation, two-star activities which involve more productive exercises and three-star activities which are more open and offer more challenge. The Teacher's Resource Book also provides photocopiable grammar worksheets at three levels.

Reading

In *English plus* there is a wide range of text types, including articles, questionnaires, emails, web pages, stories, quizzes and interviews. All texts are carefully graded and aim to provide interesting information in a realistic way. Most of the texts are recorded on the Class audio CD.

Reading texts are used in different ways throughout the book:

To preview grammar: the main text in each unit is used to recycle the first vocabulary set and to preview new grammar points. It is graded at a language level which is slightly higher than students have actually reached, but which is easily attainable.

For integrated skills work: model texts on the skills pages also provide input for the speaking and writing activities. They present key phrases for students to use in a communicative and functional way.

For extensive reading: texts in the Song, Curriculum extra and Culture sections also recycle language from previous units, but are more challenging in terms of length, lexis and / or structure.

The main reading text in each unit has comprehension exercises. The first exercise generally helps students to gain a global understanding of the text and to develop the skill of skimming. Subsequent exercises ask students to read the text more carefully and then ask personalized questions on the same topic. *Build your vocabulary* sections present key language from the reading text.

The texts on the Curriculum extra pages focus on cross-curricular subjects such as Language and Literature, Technology and Natural Science. Each topic area has been carefully selected to tie in with the topic of the unit as well as the curriculum for that subject area in ESO 2. While the texts are challenging and introduce new vocabulary, the language has been graded to ensure that students are not faced with too

many unfamiliar structures. Three of the Curriculum extra pages in each level of the course are related to language and literature so that students are required to work with a variety of different text types, including poetry, folk stories and extracts from novels.

The Culture pages offer a longer text with comprehension exercises. To help students cope with a longer text, look at the background information notes in the Teacher's Guide so that you can pre-teach vocabulary if necessary, and pre-empt any difficulties. Discuss the photos with the class, eliciting as much key vocabulary as possible and elicit some general information about the topic before you begin reading.

There is more reading practice in the Workbook.

Listening

The listening texts in *English plus* follow the second vocabulary set. They put the new vocabulary in context. They provide a range of speakers in different situations, including radio programmes, interviews, conversations and announcements. The language used in the recordings is carefully graded.

The listening exercises are usually in three stages. Pre-listening warm-up activities are given in the teaching notes in the Teacher's Guide. The first listening exercise then helps students to gain a general understanding of the text and develops the skill of listening for gist. The second exercise asks students to listen for specific information.

There are six Extra listening and speaking pages at the back of the book, which provide additional listening practice in realistic situations. They also provide extra practice in areas that students commonly find challenging, such as leaving phone messages.

Every unit also has a Dictation, which provides more intensive and focused listening practice. It is important for students to be able to recognize the language which they have learnt and the dictations focus on the vocabulary and grammatical structures of the unit. There are more dictation activities in the Workbook, which are recorded on the Class audio CD.

Speaking

English plus offers a variety of speaking opportunities which are well guided and supported. The *How to* sections give students key phrases to use in a communicative and functional way. On the speaking page, a dialogue is modelled and the activities range from controlled exercises, where students repeat the dialogue with the Class audio CD to a more open follow-up exercise, where students make up their own dialogue following the model. Students can simply 'perform' their own dialogues in pairs, or they can write them down first before reading them aloud.

Before students perform a speaking activity, make sure that they understand the task. Don't expect students to speak

immediately. Model an example exchange with a stronger student, and give written support on the board. Work on short exchanges around the class by nominating different pairs of students to speak while the rest of the class listens. For longer dialogues, give students time to prepare their conversations in writing before performing in front of the class.

The six Extra listening and speaking pages at the back of the book offer additional speaking practice with practical outcomes. The page usually culminates in a functional dialogue.

Pronunciation

There is one pronunciation teaching point in each unit. The reference in the Student's Book will take you to the Pronunciation bank at the back of the Workbook. These exercises cover individual sounds, word stress and weak forms. They are recorded on the Class audio CD.

Writing

English plus devotes a page in every unit to guided writing activities. The final writing tasks cover a variety of different text types, such as emails, stories, biographies and reports. The support given for these final tasks ensures that even the less able students will be able to produce something.

The page begins with a model text showing clear paragraph structure and using grammar from the unit in simple sentence patterns. The model text also exemplifies a language point, such as time linkers, capital letters or punctuation. There is practice of this language point before students move on to the Writing guide, which prepares them for writing the task. Often students don't know what to write, so the *Think and plan* section gives a list of questions or instructions to help students plan their writing, showing them how to structure their notes into paragraphs and how to begin each paragraph. Finally, students are encouraged to check their written work.

English plus Options

Each unit offers three of the following optional pages which can be found at the back of the book:

- Songs
- Extra listening and speaking
- Curriculum extra
- Projects
- Culture

You can choose the options which are best suited to your class, according to the time you have available.

See page T90 for further information about these pages.

Teaching tips

Teaching vocabulary

Brainstorming Check to see what words students already know before presenting the vocabulary set. After the presentation, ask students to think of or find more words for the set.

Modelling and drilling Students need opportunities to hear and say words. Use the Class audio CD or model new vocabulary yourself and be positive about students' efforts to repeat words. Vary the way in which you drill new words: as a whisper, only boys, only girls, four students together, half the class together.

Student-made exercises Ask students to make their own simple exercises, which you can compile and copy. Use activities from the Workbook as models, for example: odd-word-out activities, anagrams, word search puzzles and simple quiz clues, such as *This is the opposite of ... / You can swim here. / French is the language here.*

Mini tests and memorization Start or end a lesson by giving students a quick test of ten words that they have learnt or practised recently. Students can also test each other using the Wordlist. Alternatively, give students five minutes to memorize a short list of words on the board, and then gradually remove the words and test them orally. Then ask students to write down the words from memory.

Vocabulary notebooks Encourage students to record new words in a notebook. They can group words according to the topic or by part of speech. Encourage them to use a variety of ways to record the meanings, e.g. definitions, translations, example sentences.

Collocations We often learn words in isolation, but a vocabulary item can be more than one word, e.g. *play computer games, read magazines*. Make students aware of this and encourage them to record phrases as well as individual words. You could help students practise this by asking them to give examples of words which often combine with a particular word. This can work well with common verbs like *have, go, play, read*, etc.

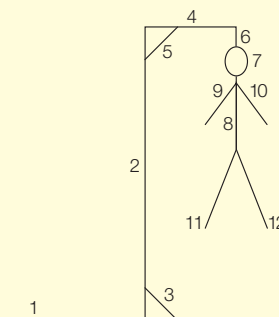
go – shopping, swimming, to the cinema, etc.

have – a shower, breakfast, fun, etc.

Revision games Vocabulary needs constant revision, and it is a good idea to incorporate a game into a class at least once a week. Here are some simple revision games that you can use:

- **Bingo** Choose a set of words you want to work on, e.g. jobs. Ask students to tell you all the words they know and write them on the board. Then draw a grid with six boxes on the board and ask students to copy it and write one word in each box. Call out the words in random order. Students cross out the words when they hear them. The first student to cross out all their words shouts 'Bingo!' and wins the game. To make the game more challenging, instead of simply calling out the words, you could say them in the students' language, or give definitions.
- **Hangman** Choose a word from the set of words that you want to revise. Write a dash for each letter of the word on

the board, e.g. _ _ _ _ _ (patient). Students try to find the word by calling out letters of the alphabet. If a student guesses a letter correctly, write it in the appropriate place. If a student guesses incorrectly, write the letter at the bottom of the board and draw one line of the Hangman picture below. The class wins the game if they can guess the word before you complete the picture. If they make twelve incorrect guesses, the picture is complete and they lose the game.



- **Word tennis** Choose a set of words you want to practise. Draw an imaginary line through the middle of the classroom, so the students are in two teams, left and right. Tell the students what the vocabulary set is and choose a student in one team, who says an item from the set. Then choose a student from the other team, who says another item. Then choose a different student from the first team and continue back and forth until a student repeats a word, or can't think of a new one. The other team then scores a point. You could use actual tennis scoring (15–30–40, etc.) to increase authenticity.

Teaching grammar

Modelling and drilling Just as with vocabulary items, give a clear spoken model of the structures and have the students repeat after you. This allows the students to hear what the new language sounds like and gives them confidence when they are asked to produce it themselves.

Posters and photos Make posters with examples of different structures to put on the walls of the class. You might like to take photos of students acting out different situations to illustrate the structures.

Practice exercises The Student's Book exercises usually have around six items, so the majority of the class aren't involved if you simply ask six individual students to give the answers. Here are some ideas for involving as many students as possible in an exercise:

- As you go through an exercise, pause before naming the student you want to answer. This will ensure all students think about the answer, in case they are asked.
- Ask students to read through the whole exercise silently and work out the answers before oral feedback.
- Ask students to do the whole exercise orally or in pairs before you check the answers.
- Ask students to write the answers in their notebooks.

Personalized reference Encourage students to keep a list of personalized grammar examples. For each new structure, they should make a heading in their notebooks and think of two or three examples which include information about themselves, their family and friends, and their home or home town. When you want to revise a structure, start by asking several students for examples from their personalized notes.

Spot-the-structure If you are revising before a test or exam, it is always a good starting point to ask students to find or provide examples of structures from a text or from their notebooks.

Substitution Write a sentence on the board and underline one or two words which you want students to change. Let them work in pairs or groups and accept a suggestion from a group if their new sentence makes sense. Put the new sentence on the board and underline one or two more words for students to change. When you have five or six sentences on the board, erase some of the words and ask students to write down the missing words.

Example:

- 1 *Pedro is watching tennis with Hannah.*
- 2 *Pedro isn't watching football with Hannah.*
- 3 *Susana isn't playing football with Carlos.*
- 4 *They aren't playing volleyball with Carlos.*

'Open-book' tests and self-correction For variety, give students a test in which they can use their books. This will give them good practice of using the grammar explanations in the Student's Book and the Grammar reference. Similarly, you can ask students to correct mistakes in their tests if you indicate where the mistakes are. The incentive could be that you will give them extra points for each mistake they can correct.

Grammar games Games can offer invaluable grammar practice, as well as increasing students' motivation and enjoyment. Here are a number of games you can use:

- **Bingo** See the notes in the *Revision games* section for *Teaching vocabulary*. Instead of vocabulary items, you can put in grammar items such as prepositions of place, superlative adjectives, interrogative pronouns, etc.
- **Noughts and crosses** Draw a grid on the board with a verb in each space, for example:

see	go	have
eat	teach	sing
drink	do	write

Decide which structure you want to practise, e.g. past simple. Divide the class into two teams, allocating noughts (O) to team A and crosses (X) to team B. One student from team A chooses a verb and writes a sentence with that verb in the past simple. If it's correct, they rub out the word and write a nought there. Team B tries to do the same. The winner is the team to get three noughts or crosses in a line, horizontally, diagonally or vertically. You could also use this to practise comparative and superlative adjectives

(writing base adjectives in the grid), prepositions of place, interrogative pronouns, etc.

- **Sentence sale** Arrange students in pairs or groups and give each pair or group an imaginary credit of 50 euros. Write sentences on the board, each with a value in euros. Some of the sentences should have grammar mistakes. Look at each sentence in turn, and ask students if they want to 'buy' it. Then tell the students whether the sentence is correct or not. If they buy a correct sentence, they score its value. If they buy an incorrect sentence, they lose the money. Every group must then try to correct a sentence if it is incorrect.

Teaching listening

Prediction and preparation This is an important stage. Listening to something 'cold' isn't easy, so prepare the students well. Here are some things you can do:

- Engage students by asking them to look at the pictures and headings, and to predict content. You could use the same table as the one described in the *Teaching reading* section on page xviii to record what students know about the topic, aren't sure about, or don't know.
- Pre-teach vocabulary and record it on the board. Model it for students, so they know in advance how it's pronounced.
- Make sure that students read and understand the questions they have to answer before they start listening.
- Tell students how many people they'll hear speaking, whether they are male or female, adults or teenagers, and roughly what they'll be talking about.

Playing the recording It isn't easy to listen, read the exercise and write answers at the same time. Tell students you'll play the recording a number of times, and that they shouldn't worry if they don't get the answers immediately. You could insist that they don't write anything the first time they listen, to ensure that they listen carefully to everything.

Using the tapescript As a follow-up activity, you may want to prepare a photocopy of the tapescript for students to read while listening. It may be useful to use parts of the tapescript to focus on pronunciation. If less able students are demotivated by listening activities, you may occasionally want to give them a tapescript at an earlier stage. All the tapescripts can be found in this Teacher's Guide.

Other sources for listening Apart from the recorded material on the Class audio CD, students should be exposed to English at every opportunity. It is important, therefore, that you use English in class as much as possible, both for instructions and for conversation. It is also important that students pay attention to what their classmates say. Ensure that students listen to their classmates by asking checking questions, such as: *Do you agree?* / *Have you got the same answer?* / *Can you repeat what (Carlos) said?*

Teaching reading

Preparing and prediction Before starting a Reading section, read the background information about each text and find what vocabulary needs to be pre-taught. It's important to create a desire to read, so encourage students to predict the content by asking questions in their own language or in English. Ask students to look at the pictures and headings, and elicit any information that they already know about the topic. Ask them for information they know a little about but aren't completely sure about and anything they don't know, but would like to find out. Write it on the board in a table:

I know this	I'm not sure about this	I don't know this

Then ask students to read and see if the text contains any of the ideas on the board.

Reading race When students read a text for the first time, they usually listen to it at the same time. You can vary this approach by setting a time limit for the first comprehension exercise, and asking students to read the text without listening to the CD. You can also set the reading exercise as a team competition. Teams write their answers on a piece of paper, and hand in the paper when they finish. Make a note of the finishing time and give penalty minutes for incorrect answers.

Autonomy Encourage students to use the Wordlist in the Workbook, or a dictionary, to check new words. If you can get students into this habit from the beginning, it will save you and them a lot of time and effort. Make sure that students realize, however, that they don't need to understand and learn every word. With extensive reading texts, you may want to put a limit on the number of words which they are allowed to look up.

Memory game Ask students to work in pairs and write four sentences about information in the reading text – two true and two false. Then ask students to close their books and choose various students to read their sentences. The rest of the class decides if the sentences are true or false, and try to correct the false ones. You could continue the activity as a whole class, allowing all pairs to read their sentences, or get students to continue in groups of four – two pairs in each group.

Exploiting the text further After completing a reading comprehension exercise, leave the answers on the board, ask students to close their books, look at the board, and then work in pairs to remember the questions. Alternatively, when you have finished the comprehension questions, read the text aloud to the students and stop occasionally for them to give you the next word or phrase.

Teaching writing

Time and training Most students need to be taught the process of writing. Use class time, especially when dealing with the first few writing sections, to show students how they can use the model text and preparation questions to help them with their own piece of writing. During the first term, for example, you could produce a collaborative piece of writing on the board, referring to the model and using answers and ideas from the students. As students become accustomed to the skills of brainstorming and structuring, you will be able to devote less class time to developing writing strategies.

Team effort After one or two sessions producing a collaborative piece of writing on the board, ask students to write in pairs. This means that they help each other and also makes it easier for you to circulate round the class.

Computer time If possible, use a session in the computer room for writing. Students may prefer to key in rather than write in longhand. Also, if they save their work you can ask them to correct and edit it. They may also be able to add photos to a document, or create material for a web page.

Correction There are various ways of assessing written work, but always make it very clear to your students that you will correct and mark it. This is important for students' motivation. Also, make it clear to students whether you are assessing them on accuracy or on content. If you want students to self-correct, make sure that you indicate clearly where they have made mistakes and what type of mistake they have made. You could use the following code to help students identify the mistake:

sp	indicates a spelling mistake
L	indicates a missing word
gr	indicates a grammatical error
✓	indicates an error of vocabulary
wo	indicates incorrect word order

Feedback and display Try to create an atmosphere of appreciation in which students are happy to hear you or others read out a piece of written work. It is also very motivating to display students' written work on the walls, and the more effort that goes into the display, the more students will feel that their work is valued. If students are keeping their written work, encourage them to keep it together in one place.

Teaching speaking

Motivation Speaking is often perceived as difficult because students feel that they lack the language or confidence to express themselves in English. Some students, particularly teenagers, feel embarrassed about speaking in front of the class. It is important, therefore, to ensure that the experience of speaking English is successful. Your expectations should be both clear and realistic. You can encourage students to speak by showing them that it is neither impossible nor painful. Tell your students when you expect them to use English, for example: reading aloud from texts, reading out answers to questions and answering basic questions about themselves. Tell them that it is easy to score points in evaluation by doing this.

Preparation Students often need time to think about what they are going to say. All of the speaking activities in *English plus* are staged and structured in such a way that students should be able to read out answers or prepare a script if necessary. More able students may need less support, and you can encourage them to memorize lines or to look up from a script before speaking. Note that you should not abandon ‘free speaking’ (see below).

Modelling It is helpful for students to have a model when speaking. In *English plus* the dialogues on the Speaking pages are recorded on the Class audio CD. For other speaking exercises, model questions and answers with a strong student, or ask two students to ask and answer while the rest of the class listens.

Correction Be careful not to correct students too frequently if the activity they are doing is designed to improve fluency, such as a discussion or role play. While it is important to correct mistakes, it is also vital that students develop the confidence to speak without interruption. A useful approach is to make a note of errors that students make during the activity and only address them when they’ve finished. You could write a selection of errors you heard on the board, and ask students to correct them.

Conversation Every class also presents opportunities for ‘free speaking’ in the form of short conversations: *How are you? / Is this easy or difficult? / How was your weekend? / What do you think?* It is important that you encourage genuine communication of this type. If you think that this type of activity may not work with your class, ask them to dedicate a section in their notebooks to ‘Everyday phrases’ or ‘Conversation’, and gradually build up a stock of questions and answers which students should memorize.

Teaching pronunciation

Revise Remind students of previous pronunciation points as they go through the course. In particular, ask students to identify word stress and to practise difficult sounds whenever there is an opportunity.

Correction Pronunciation errors are best corrected quickly but without interrupting. Errors can be corrected by ‘echoing’ students who mispronounce; in other words, say the word as they did, but with a rising intonation so that they self-correct. Or simply say the sound or word correctly and ask them to repeat it again.

Mimicry and body language Encourage students to mimic the intonation of the characters on the Class audio CD. It helps to exaggerate intonation and students who like acting out will be happy to do this. Also encourage students to use gestures – pointing, shrugging, frowning – when they are practising dialogues. It will help them to express themselves better in English.

Reading aloud If students are having problems with pronunciation, ask them to listen to a short piece of text at home, and then to practise reading it aloud. This is a good exercise for listening, speaking and confidence building. If your students are not speaking in class, you could also include a reading aloud exercise as part of an evaluation.

Further practice After completing each pronunciation point in the Student’s Book, ask students to find more examples of words or phrases with that particular point throughout the book. For example, they could look for words that contain a particular sound or stress pattern, or they could identify weak forms in a sentence.

Mixed ability

Introduction

To a certain extent, all classes are mixed ability. Students learn in different ways and at different paces and they are individuals with different personalities and interests. Some may be quite extrovert and enjoy working in groups, whereas others may be more reserved and prefer to work on their own. One student may be motivated by the topic of sport, while another may be interested in art.

Studies have identified many different learning strategies. Varying your techniques for presenting and practising language to match students' preferred learning styles can help to ensure they benefit more from the lesson and therefore progress more quickly.

Practical issues

In some cases, teachers may be able to split the class according to their level and have one group work with another teacher in a different room. Another possibility is for different groups to work in different areas of the classroom with material specially adapted for their level. However, these options are not open to the vast majority of teachers, who have to deal with both stronger and weaker students at the same time.

One way of accommodating the needs of weaker students is to encourage them to participate to the best of their ability. Engage them in the class before they open their books by playing a memory game to revise the grammar or vocabulary of the previous class or by brainstorming the topic of the next unit. Make sure students know classroom language in English, so that they can ask questions using the correct English expression. With stronger students, it is important to plan what fast finishers can usefully do while they are waiting for other students to finish an activity. You can also encourage them to participate actively in the class by using them as a resource when other students ask questions.

Below are more techniques you can use in the different areas of an English class to deal with students both below and above the average level of your class.

Students below the level

Grammar

- Where possible, elicit an L1 (the students' own language) translation of the new grammar structure from students at the end of each presentation.
- Leave a model sentence on the board for weaker students to refer to when practising grammar structures either orally or in writing.
- Complete the first two sentences in a grammar exercise with the whole class, so that students know exactly what they have to do and so feel more confident.
- Encourage students to see how many sentences they can complete within a certain time limit, so that they don't feel obliged to complete the whole exercise.

- If there are several grammar exercises on one page, ask the weaker students to do the easier ones and the stronger students to do the harder ones.
- Allow students to compare their answers first.
- Let individual students correct their own mistakes by giving a prompt to indicate the error.
- Encourage peer correction among all the students by using the prompt *Can anyone help?*

Vocabulary

- Make your vocabulary presentations as visual as possible by using pictures from magazines or the internet.
- Make sure that students always make a note of new vocabulary, with an L1 translation if appropriate.
- Leave the first few letters of new words on the board while students are doing vocabulary exercises. Write blanks for the rest of the letters.

Pronunciation

- Make a note of pronunciation mistakes and correct them as a whole class after an activity has finished. First, model the correct pronunciation yourself and then drill the word with the whole class. Finally, ask individual students to say the word; ask a stronger student to go first, then ensure that the student who made the mistake also gets a turn.
- Be sensitive when correcting pronunciation. Focus on correcting serious errors which would impede communication by repeating the word correctly yourself and asking students to repeat it.

Speaking

- Be prepared to accept one word answers from weaker students as long as they are in English.
- If students have to interview each other, get them to interview you first with the questions.
- Allow students to keep their books open during interviews, so they can see the questions when they ask and answer them.
- When students have to answer questions about themselves, get them to write their answers first.
- Elicit dialogues as a class. Write some words on the board as prompts.

Reading

- Read the text aloud with the class and ask them to underline any new vocabulary. Stop after each paragraph and answer any questions students have.
- Read through the reading task with students and make sure they understand the questions and what they have to do.
- Encourage students to underline the part of the text which contains the answers to the questions.
- Divide the class in two and ask one half to answer the first half of the questions and the other to answer the second half of the questions.

Listening

- Ask students to read the task and predict the answers before listening to the text.
- Adapt listening tasks by writing sentences on the board as they appear in the listening script with gaps added in.
- Elicit the sentences where the answers occur in the listening text. Write part of the sentence on the board to help students.
- Give students two or three possibilities for the answers and ask them to listen and tell you the correct answer.
- If students have to respond orally to questions on the CD, get them to write down their responses first.
- After students have listened once for gist and a second time for specific information, get them to listen a third time with the audio script, so that they can finish answering any questions they find difficult.
- If you have enough CD players and copies of the CD, get students to complete the listening task in groups. They can listen to the text as often as they need and replay parts that they find difficult.

Students above the level

Grammar

- Do grammar exercises orally.
- Get students to write questions to ask the rest of the class using the new grammar.
- Ask students to make up their own gap fills to exchange with a partner.
- Give students plenty of opportunities to use the new structures in freer practice activities.

Vocabulary

- Brainstorm vocabulary before getting students to open their books. See how many words they can guess that will come up later in the class.
- Do any vocabulary exercises orally, especially gap fills, and get students to make a record of the new words. They could write their own examples and share these with the rest of the class.
- Get students to make up their own activities, e.g. word searches or puzzles to exchange with a partner.

Pronunciation

- Teach students the phonetic symbols. Use phonetics to present new vocabulary or revise new words from a previous class.
- Get students to organize vocabulary into groups of words with the same sound.

Speaking

- Insist that stronger students always speak in English. If they don't, ask them to translate what they have said into English.
- Encourage students to use complete sentences when they speak rather than one word answers.
- When stronger students finish a speaking activity, encourage them to invent more questions or a similar dialogue.
- Allow students to chat about things unrelated to the class as long as they are using English and not causing any disruption.

Reading

- Ask students to choose five new words and prepare example sentences using them to write on the board.
- Get students to write some extra comprehension questions to ask the rest of the class.
- Tell students to find something they agree with and something they disagree with in the text.
- Encourage students to close their books and write a short summary of the text.

Listening

- Adapt listening tasks to make them more challenging for students. Ask *Wh-* questions instead of using true or false tasks.
- After listening once, get students to tell a partner what they have understood.
- Ask students to make a note of five important words while they are listening, and afterwards get them to tell the class the words and explain why they chose them.
- If the listening is an interview, students could write their own questions on the subject and then act out a role play together.

Mixed ability and English plus

English plus caters for mixed ability students in a number of different ways.

- The Student's Book contains fast finisher activities.
- The Workbook has vocabulary, grammar, reading and writing exercises at three levels: basic, standard and higher. For students who need more revision of ESO-level grammar, the Workbook also contains clear explanations in the student's own language and further practice exercises.
- The Teacher's Guide contains optional extra activities.
- The Teacher's Resource Book contains grammar and vocabulary worksheets at three levels and the Tests also include end-of-unit, end-of-term and end-of-year tests at three levels.

Introduction to CLIL

Background

What is CLIL?

CLIL is Content and Language Integrated Learning. It can involve teachers and learners of content subjects (e.g. science, geography, music, art, etc.) using a foreign or second language as the medium of communication and instruction. Alternatively, it can also involve teachers and learners of English using another area of the curriculum (e.g. science, geography, music, art, etc.) as the content or subject matter of their English classes.

For some years now, many teachers in Spain have been successfully using CLIL. Recently the move towards CLIL has become more widespread, both in Primary and Secondary English teaching.

Why use CLIL?

CLIL is widely seen as an excellent means of learning a language, not least because it provides opportunities for using English in varied and motivating contexts. English teachers using CLIL methodology are able to engage students with widely different interests and in this way, foster positive attitudes towards the English language classroom.

CLIL not only draws on the different interests of students, it also exploits their different learning styles, making the most of their abilities, background knowledge and skills from other disciplines.

In addition, CLIL students don't only learn English, they also learn how to use it as a tool for learning. Through CLIL, English teachers can motivate those students who would otherwise struggle to see the relevance of English to their own lives.

CLIL is also considered an excellent way of introducing an international aspect into the teaching of content subjects. Secondary students who become accustomed to conducting their studies in English will be at a definite advantage in their future education. Since English is the common language of the internet and many journals and academic papers, a confident command of English is often indispensable for research purposes.

Tips for using CLIL

Be prepared and encourage students to be prepared

Teaching another subject in a foreign language can, of course, be a daunting experience. One of the best ways to gain confidence and make sure your lessons are successful is to be well prepared.

If you are primarily an English teacher with limited experience of teaching another subject, take time to research and understand the content of each lesson in advance.

Learning another subject in a foreign language can also be daunting. One of the most practical ways to help your students to gain confidence is to encourage them to do a little preparation in advance of a lesson too.

If you are concerned that there may be a lot of new vocabulary in a lesson, you can help students by asking them to find out how to say a set number of key words in English. To do this, they can use a dictionary or the internet.

If you are concerned that some students may find the concept of a lesson difficult to grasp, you can encourage them to review the topic in their own language, if they have studied it previously in another subject. You can also direct them towards material which will aid their understanding, for example a particular website on the internet.

When preparation requires internet research, it is important that you have checked the website recently and in some detail, to make sure that the information is accurate and the website reliable. The preparation students are asked to do must be achievable in terms of cognitive and linguistic level and the time available.

Don't be afraid to say you don't know

If you are primarily an English teacher, there may be times when students ask you questions relating to another subject which you are unable to answer immediately. As an English teacher teaching another subject, this is only to be expected from time to time and is not a problem at all. In this situation, it is better to tell the students that you are unsure. You can then opt to either tell the students you'll find out for the next class or ask a teacher of the other subject to come into the next class to answer the question.

Be reassured that different kinds of teaching have a lot in common

When teaching another subject in English for the first time, you may believe that the teaching techniques are very different for teaching that subject and English. Please be reassured, however, that there are also a lot of similarities between English classes and classes of other subjects. Many activity types are common to both kinds of classes, e.g. sharing ideas, making deductions and predictions, following oral instructions, collecting data, using ICT, etc. Use the teaching techniques you are familiar with as well as learning from your colleagues.

Exploit students' background knowledge

The more motivated and engaged your students are, the easier the lesson will flow for you. In order to motivate the students with the subject, it can help if they are asked to contribute and make a personal investment in the lesson early on.

It is likely that most students will have at least a small amount of knowledge of the subjects you are dealing with, as well as varying levels of English. If the small amount of knowledge of each student in a class is added together, it could result in quite a considerable amount of knowledge before the lesson even begins.

Be sure to make the initial stage of a CLIL lesson fun and motivating, challenging the students to solve puzzles, suggest solutions to problems or guess the answers to general knowledge questions in a quiz.

Give plenty of visual support

In the CLIL classroom, meaning is paramount. The students have to be able to grasp the concept of the lesson before anything else. Visual support can take the form of illustrations, photos, realia, sections of DVD film, PowerPoint presentations, miming and gesture, etc.

Focus primarily on the content

The principal aim of the CLIL lesson is first and foremost to impart knowledge of the subject area, albeit in English. As long as students understand the key concepts of a lesson, they do not need to understand every single word of the material in English. A passive understanding of some areas of language is sufficient. It is not necessary for students to be able to actively use all the language, especially grammar, which they encounter.

Build students' confidence

As previously stated, helping students to be prepared for their CLIL lesson will go a long way to making them feel confident about learning another subject in English, and the more confident the students feel, the more confident you as the teacher are likely to feel. There are also many other ways in which teachers can help to reassure students, thereby increasing their confidence.

(i) Make aims clear

It is important for students to focus on the right elements of each lesson. It is therefore essential that the teacher makes the objectives of CLIL lessons very clear at the outset. It is sometimes as important for students to know what they don't need to know, as well as what they do need to know.

(ii) Find opportunities for recycling

It can be hard for students to retain a lot of new information, especially in a different language. For this reason, reviewing key concepts and language whenever they come up naturally in other classes will be helpful for the students.

(iii) Make tasks as easily achievable as you can

It stands to reason that students will only be able to output language and content that they have received as input. It is therefore important to always provide models for the students' own production.

It is also recommended that students are allowed to answer questions in different ways. It is more important that they participate in the lesson than participate only in English, so they may sometimes need to use their first language. You can help them to use English more by making your own language straightforward. It is also important that you take into consideration how easily students will be able to formulate answers to your questions in English. As well as asking questions which require phrases as a response, you can also use questions that they can answer simply with a 'Yes' or a 'No', for example.

(iv) Develop useful classroom language

Teachers often need to use the same instructions and classroom phrases again and again. Using these phrases, as well as high frequency scientific terms in English, can help both you and the students feel more confident in the CLIL

classroom. In addition, employing English classroom language from the outset can greatly add to the students' passive knowledge and facilitate not only learning the subject matter in English, but learning how to learn too.

(v) Provide other forms of support where necessary

As well as providing visual support, students may sometimes need some support in their first language. Many teachers adopt the successful strategy of switching briefly and naturally from one language to another in order to explain a difficult concept or overcome an unexpected breakdown in communication.

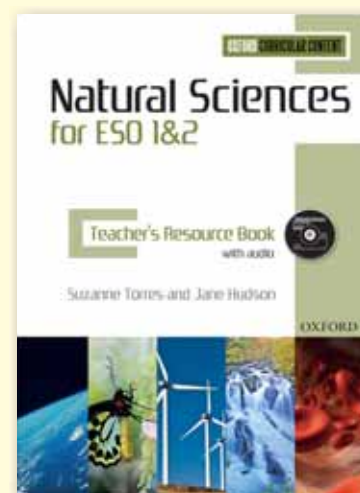
CLIL and English plus

English plus allows you to experiment with CLIL in the English class. Each unit has a Curriculum extra section in the *Options* section at the back of the book. These sections are linked to the curricula of other subject areas studied in the second year of ESO, such as Natural Sciences and Language and Literature.



Natural Sciences Teacher's Resource Book

For teachers interested in finding out more about CLIL or for those who would like access to further teaching resources, the *Natural Sciences Teacher's Resource Book* offers a rich source of cross-curricular material to complement any Oxford ELT course book for ESO 1 and 2. This resource book has been specifically designed for Spanish secondary pupils in bilingual and multilingual programmes and the topics have been carefully chosen to reflect the key content themes of the Spanish Science curriculum.



Using technology

Introduction

Recent advances in technology have opened up new possibilities in all fields of life, not least in English language teaching. In Spain, the *Escuela 2.0* programme includes plans to provide classrooms with interactive whiteboards and wireless internet connections and to give students their own laptop computer to work with. These measures will give teachers an exciting opportunity gradually to integrate new and different teaching methods into their lessons and will also give them access to a wide range of new resources. Below is a list of some of these new technologies, together with an explanation of what they are, their potential benefits and how they might be used in the English class.

Interactive whiteboards

What are they?

Interactive whiteboards are large touch-sensitive boards connected to a digital projector and a computer. They are usually at the front of the class, in place of a blackboard or traditional whiteboard. The teacher and students can work with the interactive whiteboard to move and change images, text and objects. You use a special wireless pen, or in some cases your finger, to act like a mouse, controlling the computer from the board itself. Changes made to information projected onto the whiteboard are transferred to the computer and can be saved and retrieved in future lessons. Everything that can be displayed on a computer can be projected onto the whiteboard.

Benefits of use

- They are an excellent visual resource, which can help teachers present lessons in lively and engaging ways.
- They allow the whole class to interact with the same content at the same time.
- They contribute to a good pace in the lesson, as the resources are instantly available during the class.
- Functionality such as hide and reveal allows you to focus students' attention and makes it easy to check answers or do activities involving prediction.
- As interactive whiteboards can be used to access the internet, teachers can focus the whole class on educational websites and online resources.

Ideas for use

- Use the digital version of the Student's Book on the interactive whiteboard to engage students and motivate them actively to participate in the class.
- Show how to do an activity by working through an example on the interactive whiteboard. Alternatively, you could ask one of your students to come to the board and demonstrate an activity.

- Present grammar using interactive grammar presentations.
- Ask students to predict the topic of reading and listening activities by highlighting the picture or title and hiding the rest.
- Focus on listening tasks with the whole class and click on the listening icon to hear the audio.
- Show the course videos and accompanying activities on the interactive whiteboard.
- Display the answers to the exercises so that students can check their answers quickly and accurately.

The web

What is it?

The World Wide Web is a system of interlinked files accessed via the internet. These files can contain text, graphics, animation or music and they can be shared among many different computers.

Benefits of use

- It helps to engage and motivate students in the class as many are used to using it in their free time.
- It gives teachers and students access to a huge amount of information and resources beyond the content of the course book.
- Web-based activities require students to use English in activities that reflect real life and are therefore highly motivating.
- It can help students develop their competence in autonomy and personal initiative.
- Teachers can share their own activities and benefit from resources prepared by other colleagues.
- It can be used for a variety of online tools, such as blogs, wikis and podcasts (see page xxv).
- If you have access to a virtual learning environment, it can be used to mark students' work automatically and track their progress.

Ideas for use

- Download images and diagrams to use for presenting the target language of the lesson.
- Get students to consult given websites to research different topics. With a bit of advance planning, you can ask students to carry out a web quest activity. This will develop their skills in searching for specific information and reading for gist.
- Use the web as a resource for students to find the answers to their own questions.
- Show relevant online videos in class to supplement a certain topic or situation.

Blogs

What are they?

Blogs are web pages created by individuals or groups and stored online. They usually contain texts and images. Blogs are an ideal space to write about your ideas and opinions. They are often used like an online diary, giving regular updates on what's happening. Each new entry in the 'diary' is called a post. Readers can add comments to existing posts.

Benefits of use

- Blogs are really easy to create and publish.
- They teach students to express and defend their ideas and opinions with a real audience.
- Students can use blogs to develop a topic of interest.
- They allow teachers to explain difficult concepts students may not have grasped in class. A teacher can offer support and guidance while the learner can ask further questions.
- They motivate students to practise writing in what is perceived as a 'cool' format.

Ideas for use

- Provoke a debate by posting a controversial statement about the topic you are studying in your class blog. Students write their own opinions about the statement, and also give their opinion on what other members of the class have written.
- Create a class diary by asking one student in each class to write up their notes for the class on the blog. This will prove really useful for students who have been absent.

Useful websites

<http://edublogs.org>
<https://www.blogger.com/start>

Wikis

What are they?

Wikis are web pages that can be created and edited by a group of people. Anyone in the group can add information and change bits here and there. Members of the group use a shared online space to contribute material and edit or update it regularly. All changes are tracked and pages can be reverted to an earlier version. Members can add new pages and links between pages. The strength of a wiki is in the collaboration between members. The most famous wiki is the online encyclopaedia Wikipedia.

Benefits of use

- Learners feel far greater ownership of their work.
- They create a sense of community and encourage peer-group collaboration by giving all pupils a say in things.
- They help students to develop skills in negotiation and teamwork.

- They can be used to develop students' ability to edit their own work if you encourage them to correct errors using the editing tool.

Ideas for use

- Agree on a set of class rules by posting your own list and asking students to change it until they all agree with the proposals.
- Get students to make a newspaper and update it as the headline news changes.
- Set up a collaborative story by writing a short and uninteresting paragraph and getting students to improve on it.
- Encourage students to do peer correction by reading each other's work and suggesting changes.
- Set up a task for students to practise functional language, e.g. suggestions. Tell students they have to organize an end-of-term event and get them to make suggestions on the wiki. If the event is feasible, you could arrange for it to be held during the last class of term.

Useful websites

<http://www.wikispaces.com>
<http://pbworks.com/academic.wiki>

Podcasts

What are they?

A podcast is an audio or video file that you save on a computer. You can listen to or view podcasts on a computer, various types of mp3 player, or on some mobile phones.

Podcast software automatically updates computer files with new material released by favourite podcasters. This can be easily transferred to a portable or mobile device.

Benefits of use

- They can be stored and shared over a school's network.
- They provide an ideal way to present educational content in a different format.
- If your students record their own podcasts, they give extra speaking practice in a fun and exciting way, and may motivate shy students who usually refrain from speaking in front of the class to make a contribution.

Ideas for use

- Download the podcasts of radio programmes or TV series to support the theme of the lesson.
- Record students interviewing each other in different situations and save it on the computer. The rest of the class then watch the podcasts and vote on the best one.
- Get students to prepare a presentation of a topic that interests them and make a podcast of it. The rest of the class then watch the podcasts and prepare questions to ask the speakers.

Key competences

Key competences were introduced into education legislation with the *Ley Orgánica de Educación (LOE, 2006)* and they now appear alongside the traditional elements as part of an attempt to enable students to develop transferable skills. The Key competences have been defined as the ability to apply knowledge, skills and attitudes to solve problems in a range of contexts. In other words, they encourage the activation of resources and knowledge that the learner already has.

A brief explanation of the main characteristics of the eight Key competences within the framework of learning a foreign language is set out below.

1 Competence in linguistic communication

Learning a foreign language contributes to progress in this competence by improving students' communication skills (listening, speaking, reading and writing). Their written and oral communication skills are enriched by understanding the way language is structured. Students must show that they can use language conventions appropriate to the situation, and can understand that discourse must be adapted to suit different contexts. They can relate this to the study of other languages (Spanish and the co-official language if applicable). All activities in the language class have a communicative outcome of some kind.

2 Learning to learn

This competence implies that students are aware of their own ability to learn a foreign language and of the resources that should be used for this purpose, as well as the skills and motivation that must be applied in order to continue the learning of a foreign language throughout their lives. In the foreign language class, the use of self-evaluation features and the development of study skills are the most obvious ways in which this competence can be developed.

3 Competence in social skills and citizenship

As well as being a tool for communication, languages form part of the common culture of different communities and countries. They are also a means of sharing culture which enhances the respect of, interest in and contact with speakers of other languages, as well as the appreciation and acceptance of cultural and behavioural differences. The nature of many activities that form a core part of foreign language teaching requires students to interact with other students in the class in a cooperative manner.

4 Competence in processing information and use of ICT

Knowledge of a foreign language enables students to access a broader range of information and also to communicate with a wider range of people. For example, they are able to communicate with young people in other countries through email in an authentic and natural way. Language courses give students the tools they need to communicate appropriately in different contexts, including email and online communication.

When learning a foreign language, it is important to be exposed to a range of resources and genres of speech and writing. The regular use of digital learning resources, including websites and interactive whiteboard materials, directly adds to the development of this competence.

5 Artistic and cultural competence

The study of a foreign language requires an understanding of the culture of the countries in which it is spoken. In addition to promoting an understanding of the contribution of others to the cultural and artistic heritage of a country, learning a foreign language gives students the means to express their own creativity in an appropriate way. Tasks which require students to express their opinions, give an emotional response or create a piece of original spoken or written work, for example a narrative or dialogue, contribute to this competence.

6 Autonomy and personal initiative

The learning of a foreign language contributes to the achievement of this competence because it encourages teamwork in the classroom, the management of personal resources, and social skills such as cooperation and negotiation. Students should be encouraged to adopt procedures which allow them to use their own initiative and decision-making skills during the planning, organization and management of their work. Tasks which require students to work in pairs or small groups, or carry out short projects, require cooperation, flexibility and time management.

7 Competence in knowledge and interaction with the physical world

Although this is a competence which does not initially appear to have a specific place in foreign language learning, it is sometimes an indirect learning objective of a particular lesson. Texts or listening activities which increase students' awareness of the physical and human geography of a country can contribute to this competence.

8 Mathematical competence

As with the previous competence, this is another area that carries less weight in the process of learning a foreign language. Nevertheless, it can feature in the language class in a number of different ways, for example when students come into contact with the use of numbers, their basic operations and their application to everyday life. Tasks which require students to interpret numerical data contribute to this competence.

Key competences and *English plus*

The mapping grids on pages xxviii–xxix show how the six Key competences that have been identified as suitable for development in the English classroom are developed in *English plus*. In addition, you will find optional activities throughout this Teacher's Guide which have been labelled with the appropriate competence. For quick reference, the unit summary in the teaching notes at the start of every unit highlights three activities that develop different competences.

Key competences evaluation grid

Name _____ Class _____ Level _____

- + Good progress
- Needs to improve
? No opportunity to evaluate

Key competence	Term			Observations
	1	2	3	
1 Competence in linguistic communication				
2 Learning to learn				
3 Competence in social skills and citizenship				
4 Competence in processing information and use of ICT				
5 Artistic and cultural competence				
6 Autonomy and personal initiative				
7 Competence in knowledge and interaction with the physical world				
8 Mathematical competence				

Comments

Mapping grid

1 Competence in linguistic communication

All the units develop students' competence in linguistic communication. The *How to* icon in particular highlights functional speaking and writing activities. There is a section with extra listening and speaking activities at the back of the Student's Book which develops the competence further (pp. 94–99).

2 Learning to learn

This competence is developed through the *Study strategy* feature included in each unit.

Unit 1 – using the wordlist. Students learn how to check the meaning of words in the Wordlist on pages 112–125 of the Workbook.

Unit 2 – finding spelling rules. Students deduce the rules for spelling the *-ing* form of verbs.

Unit 3 – learning irregular verbs. Students learn strategies for learning irregular verbs.

Unit 4 – using the grammar reference. Students learn how to consult the grammar reference on pages 80–99 of the Workbook.

Unit 5 – learning words in groups. Students learn how to learn words in groups by adding to a list.

Unit 6 – speaking clearly. Students learn strategies for speaking with more confidence.

Unit 7 – remember grammar. Students learn how to memorize examples in order to remember grammar.

Unit 8 – checking and learning past participles. Students learn how to check whether verbs are regular or irregular using the irregular verbs list. Then they test a partner.

Unit 9 – reading for gist. Students learn how to look for the main message of a text instead of trying to understand every word.

Teachers can also use the **introductory column** of each unit to develop this competence by pointing out the unit aims before they start the unit.

The competence is also developed in the **Workbook**, where students evaluate their own progress in the Progress review at the end of every unit.

3 Competence in social skills and citizenship

This competence is developed throughout the course.

Units 1–9 – students practise making mini dialogues before changing parts of the presentation dialogue and practising it with the new words.

Units 1, 2 and 7 – students interview a partner with a questionnaire or list of questions to guide them.

Unit 2 – students learn how to become more organized in their lives.

Unit 3 – students learn about equal opportunities in the case of Elizabeth Blackwell.

Units 3 and 8 – students test each other's memories.

Unit 4 – students practise talking about the weather with a partner.

Units 4, 5, 6 and 9 – students answer questions in a quiz or questionnaire together.

Unit 6 – students learn about different superstitions around the world.

Unit 7 – students learn how to be a good manager.

Unit 8 – students compare answers to a questionnaire to find out which of them is more comfortable with risks and danger.

Unit 9 – students think about their town or neighbourhood and how it could be improved.

Curriculum extra lesson: Citizenship: Living together (p. 108).

Culture lessons: Pocket money and part-time jobs, Homes in Britain, Teenage years, The USA in numbers, National sports, The emergency services (pp. 113–119).

The five **Cumulative reviews** include a final question where students practise mini dialogues with a partner.

4 Competence in processing information and use of ICT

Students develop this competence throughout the course using the digital components. The online learning zone includes speaking and listening activities, web quests, videos and games.

The writing section of the course also includes opportunities for students to develop their ICT skills.

Unit 1 – write an internet profile. Students write an internet profile about themselves.

Unit 9 – write an email to an internet forum. Students write an email suggesting improvements to their city.

The listening text in Unit 1 is a podcast about collections.

5 Artistic and cultural competence	
This competence is developed throughout the course. The speaking section of each unit leads up to students creating their own dialogue. Unit 1 – asking for and giving opinions. Unit 2 – making compromises. Unit 3 – talking about experiences in the past. Unit 4 – expressing interest. Unit 5 – comparing ideas for a present. Unit 6 – speaking about probability and the future. Unit 7 – talking about plans and arrangements. Unit 8 – helping when there's a problem. Unit 9 – organizing an event. The writing section of each unit leads up to students creating an original piece of written work. Unit 1 – write an internet profile. Unit 2 – describe your ideal home. Unit 3 – describe an event in the past. Unit 4 – write a story about a rescue. Unit 5 – write a biography. Unit 6 – write a report about a survey. Unit 7 – write a formal letter. Unit 8 – write a dialogue for a story. Unit 9 – write an email to an internet forum.	The competence is also developed in other areas of the course. About you: After the reading section of each unit, students are encouraged to give their own opinions about the topic of the text. Songs: <i>Memory Lane</i>, <i>Did It Again</i>, <i>Half The World Away</i> (pp. 91–93). Curriculum extra lessons: Language and literature: Poetry (p. 101), Language and literature: Folk stories (p. 102), Language and literature: Stories (p. 107). Culture lessons: Pocket money and part-time jobs, Homes in Britain, Teenage years, The USA in numbers, National sports, The emergency services (pp. 113–119).
6 Autonomy and personal initiative	
This competence is developed throughout the course. As the students acquire more language, they are encouraged to be more autonomous. Units 1–9 – students work in pairs to create new dialogues. Units 1–9 – students communicate in pairs or small groups to complete the oral tasks. Units 1, 4, 5, 7 and 9 – students work in pairs to interview a partner using a list of questions they have to invent. Unit 1 – students work in pairs to complete and answer a questionnaire. Units 2 and 3 – students play a memory game in pairs. Unit 3 – students work in pairs to speculate on the identity of some famous people.	Units 4 and 8 – students have to react with interest to something their partner says. Units 4, 5 and 6 – students do a quiz together. Unit 6 – students make predictions about the future in pairs. Unit 8 – students test each other on past forms and past participles. Cumulative reviews – students practise their mini dialogues in pairs. Projects: Collection for the future, Outdoor activity map, Proposal for my neighbourhood (pp. 110–112).
Although <i>English plus</i> does not focus specifically on the physical world and maths competences, there are examples in the course that develop these competences: Reading texts: A good memory (p. 28), Intelligent animals (p. 48), Lucky numbers (p. 56), City projects (p. 82). Curriculum extra lessons: Natural Science: Geological formations (p. 103), Natural Science: Adapting to the environment (p. 104), Maths: Statistics and charts (p. 105), Natural Science: Average speed (p. 106).	

Evaluation and testing

English plus provides a wide range of ways for you to check your students' progress. In addition, this course also takes into account the fact that students in the same class learn at different rates; some students will need more revision and some students will want more challenging activities. Here is a brief summary of what is provided and where you can find it.

Testing what students have learnt

In the Student's Book

Revision sections There are two pages of revision exercises after every two units. The Consolidation page checks the grammar and vocabulary of the previous two units and also has error correction and translation activities. The Cumulative review page tests grammar, vocabulary and communication of all the previous units cumulatively. Remind students that activities on this page are cumulative, so they know that they are being tested on the language from previous units. Suggest that students revise using the Grammar reference and Expression bank in the Workbook before doing these sections.

In the Workbook

Progress review There is a Progress review for every unit, which focuses on the main grammar, vocabulary and communication points. The Progress reviews are an opportunity for students and teachers to see what students already know and where more work needs to be done. You can set the Progress reviews for homework, or ask students to do them in class. Students also have the opportunity to evaluate their own progress using the self-evaluation feature.

Evaluation

A wide range of tests is available on the Multi-ROM. This contains all the tests as editable Word files and as PDFs, the answer key and the accompanying audio files. The track numbers in the text refer to the Class audio CD.

The Tests contain a wide range of material to evaluate your students including: a diagnostic test, nine unit tests, three end-of-term tests, two end-of-year tests, fifteen speaking tests, and nine reverse translation activities. The unit tests, end-of-term tests and end-of-year tests are at three levels (basic, standard and higher) to allow you to choose which best matches your students' abilities.

All the tests have the same format and include listening, vocabulary, grammar, reading and writing sections. A marking scheme is provided, with a final mark out of 100 for each test. There is also a speaking test for each unit.

The diagnostic test covers language that students will have learnt previously and is a useful tool for measuring your students' level of English. The unit test covers all the language covered in that unit. The three end-of-term tests cover material from units 1–3, 4–6 and 7–9 respectively. Each one tests language and skills work from those Student's Book units.

There are two end-of-year tests; one for the end of the school year in June and one for re-sits in September.

The reverse translations test understanding of grammar and vocabulary from each unit and provide more challenging practice for stronger students. There are reverse translation activities for each Student's Book unit and each activity is provided in Spanish, Catalan, Basque and Galician. These can be used after each unit, or at the end of each term or year.

Continuous assessment

In addition to using the test material provided, you may also wish to assess your students' progress on a more regular basis. This can be done by giving marks for students' homework and for their performance in class. There are various opportunities to assess students' progress as you are working through a unit. The Speaking and Writing pages all require students to produce a dialogue or text that could be used for assessment purposes. The Progress review section and the Expression bank in the Workbook provide a list of target vocabulary and *How to* expressions, so you can easily check what they have learnt. Make sure that your students know that you are marking their work, as they will respond more enthusiastically to productive tasks if they know that it will influence their final grade.

There is a photocopiable Evaluation Record Sheet on page xxxviii of this Teacher's Guide, which can be used to keep a record of students' progress during the year. The sheet includes sections for continuous assessment and for the test results. The sheet can be used by both the teacher and the student to see which areas the student is good at and could do extension work in, and which areas of language need to be revised. Use the appropriate level of worksheets from the Teacher's Resource Book or Multi-ROM to provide extra practice at your students' level.

Assessing Speaking and Writing

Speaking

The speaking tests in *English plus* are in three parts:

1 About you (suggested weighting: 20%)

Students respond to personal questions about themselves, their experiences, their likes and dislikes, etc. The questions recycle vocabulary from the units and use a variety of tenses.

2 Role play (suggested weighting: 40%)

This part of the test assesses students' ability to use the communicative expressions taught in the Speaking section of each unit. Students complete a dialogue with the target expressions, and then practise the dialogue. There is an extension section, which provides an alternative format for students of higher ability.

3 Photo description (suggested weighting: 40%)

Students are given one of two photographs and asked to describe general and detailed aspects of it and also to give their opinions on issues arising from the photo. There is an extension section, which includes some more general opinion-based questions, or questions comparing the two photos.

Writing

The Writing section of each test in *English plus* asks students to produce a written text of a similar type as the corresponding unit of the Student's Book. The following criteria can be used to assess each piece of writing:

- **Content:** Have students completed the task successfully? Have they included all the information specified in the instructions?
- **Appropriacy:** Have students used language appropriate to the task type, for example informal expressions in an email to a friend?
- **Organization:** Is the writing appropriately organized into paragraphs and appropriately laid out?
- **Language:** Have students used appropriate vocabulary and grammar? How rich / varied is the language used?
- **Linking:** Are linking words and expressions used appropriately to give the text cohesion?
- **Accuracy:** How many errors are there in lexis and grammar, especially basic errors?



For the diagnostic speaking test, the suggested weighting is: About you – 40%; Photo description – 60%.

The following criteria can be used to assess students' performance in the speaking tests:

- **Content:** How well did students complete each task? Did they answer the questions and add relevant opinions?
- **Fluency:** How natural did the students sound? Did they manage to speak without hesitating too much?
- **Interaction:** How well did students interact with you or their partner? To what extent did they have a real conversation?
- **Language:** Did students use appropriate vocabulary and grammar? For the unit tests, did they use new vocabulary and grammar taught in the unit? How rich / varied was their language?
- **Accuracy:** How many errors were there, especially basic errors?

The Common European Framework

1 What is the Common European Framework (CEF)?

The Common European Framework of Reference for Languages (CEF) is a description of linguistic competence at six levels: A1, A2, B1, B2, C1 and C2. The English syllabus for ESO corresponds approximately to the first three of these levels. The descriptors were written to help both learners and education professionals to standardize assessment.

2 Does the content of *English plus* reflect the content of the CEF descriptors?

Yes, the texts, tasks and functions in *English plus* were carefully selected to include the language skills that are outlined in the lower levels of the CEF. The skills are detailed in unit-by-unit Student Self-assessment Checklists.

3 What is the Language Portfolio?

The Portfolio, as proposed by the Council of Europe, is a folder kept by students, which details their experiences of languages and language learning. This includes the student's native tongue as well as any other languages with which the student has had contact. A Portfolio comprises the following:

A language Biography

- A checklist for students to assess their own language skills in terms of *What I can do*.
- Tools to help students identify their learning style and objectives.
- A checklist of learning activities outside the classroom.

The unit-by-unit Student Self-assessment Checklists on the following pages give your students the opportunity to monitor these points.

A language Passport

- A student's overall evaluation of their language skills, using descriptors from the Common European Framework or CEF.
- A summary record of language learning, both inside and out of school.
- A record of certificates and diplomas.

Descriptors from levels A1 and A2 of the CEF, and an End-of-year Self-assessment form are provided on page xxxix.

A language Dossier

- A compilation of a student's work, for example writing tasks, recordings, project work.

In brief, the **Biography** details day-to-day experience of language. The **Passport** summarizes the experiences, and the **Dossier** is evidence of the experience.

4 Does *English plus* include assessment tools which students could use as part of a Portfolio?

Yes. In the next section, you will find the unit-by-unit Student Self-assessment Checklists necessary for students to complete a language learning Biography, with specific reference to the contents of *English plus* Student's Book 2. These should be given to students after they finish each unit. The self-assessment forms include:

- A checklist of key skills which are taught in the unit. Students are directed to specific pages in the Student's Book and decide for themselves if they are satisfied with their progress.
- Questions which ask students to consider learning styles, strategies and objectives.

When students have completed their self-assessments, collect the forms and return them to students at the end of the year. At the end of the year, ask students to look at the CEF descriptors in the End-of-year Self-assessment form, so that they can assess for themselves which level they have reached during the year in global terms.

5 Where can I find more information about Language Portfolios?

Detailed examples of forms and contents for a portfolio are available here: <http://www.oapee.es/oapee/inicio/iniciativas/portfolio.html>

Student Self-assessment Checklist

Name: _____ Class: _____

Unit 1

1 Complete the self-evaluation by ticking the boxes that best refer to your ability.

!! I need to try this again. **!** I could do this better. ***** I am satisfied. ****** I can do this very well.

Speaking Page 14: 2	!!	!	*	**
I can talk about my opinions.				
Reading Page 10: 1				
I can use photos to predict the content of a text.				
Listening Page 12: 5				
I can listen to a podcast in order to find information.				
Dialogue Page 14: 4				
I can exchange opinions with another person.				
Writing Page 15: 4				
I can write an internet profile.				

2 Complete the form.

What I remember: A useful question _____ A useful expression _____ Some useful words _____ Objectives: One thing which I need to improve _____ How can I improve? _____ Learning strategy: Do you use the wordlist to check meaning? ___ Yes / ___ No	What did you do in English outside class? ☐ Do homework ☐ Learn new words ☐ Revise before a test ☐ Listen to music ☐ Read a reader ☐ Watch a TV programme, video or DVD ☐ Write an email or chat ☐ Look at web pages ☐ Write a letter ☐ Read a magazine ☐ Other activities: _____
---	--

Student Self-assessment Checklist

Name: _____ Class: _____

Unit 2

1 Complete the self-evaluation by ticking the boxes that best refer to your ability.

!! I need to try this again. **!** I could do this better. ***** I am satisfied. ****** I can do this very well.

Speaking Page 24: 2	!!	!	*	**
I can make compromises.				
Reading Page 20: 1				
I can guess the meaning of words from their context.				
Listening Page 22: 4				
I can listen for key words and specific information in a text.				
Dialogue Page 24: 6				
I can use different ways of negotiating with another person.				
Writing Page 25: 4				
I can describe my ideal home.				

2 Complete the form.

What I remember: A useful question _____ A useful expression _____ Some useful words _____ Objectives: One thing which I need to improve _____ How can I improve? _____ Learning strategy: Do you practise spelling new verbs? ___ Yes / ___ No	What did you do in English outside class? ☐ Do homework ☐ Learn new words ☐ Revise before a test ☐ Listen to music ☐ Read a reader ☐ Watch a TV programme, video or DVD ☐ Write an email or chat ☐ Look at web pages ☐ Write a letter ☐ Read a magazine ☐ Other activities: _____
---	--

Student Self-assessment Checklist

Name: _____ Class: _____

Unit 3

1 Complete the self-evaluation by ticking the boxes that best refer to your ability.

!! I need to try this again. ! I could do this better. * I am satisfied. ** I can do this very well.

Speaking Page 32: 2	!!	!	*	**
I can talk about experiences in the past.				
Reading Page 28: 1				
I can read and listen to a text at the same time to find information.				
Listening Page 30: 3				
I can match photos with a text.				
Dialogue Page 32: 6				
I can use time expressions when talking about the past with another person.				
Writing Page 33: 4				
I can describe an event in the past.				

2 Complete the form.

What I remember: A useful question _____ A useful expression _____ Some useful words _____	What did you do in English outside class? ☐ Do homework ☐ Learn new words ☐ Revise before a test ☐ Listen to music ☐ Read a reader ☐ Watch a TV programme, video or DVD ☐ Write an email or chat ☐ Look at web pages ☐ Write a letter ☐ Read a magazine ☐ Other activities: _____
Objectives: One thing which I need to improve _____ How can I improve? _____	
Learning strategy: Do you list all irregular verbs separately from regular ones in your notebook? ___ Yes / ___ No	

Student Self-assessment Checklist

Name: _____ Class: _____

Unit 4

1 Complete the self-evaluation by ticking the boxes that best refer to your ability.

!! I need to try this again. ! I could do this better. * I am satisfied. ** I can do this very well.

Speaking Page 42: 2	!!	!	*	**
I can express interest.				
Reading Page 38: 1				
I can use the information in a text to complete a description.				
Listening Page 40: 1				
I can listen for specific information.				
Dialogue Page 42 : 5				
I can respond to another student in a way that shows interest.				
Writing Page 43: 4				
I can write a story about a rescue.				

2 Complete the form.

What I remember: A useful question _____ A useful expression _____ Some useful words _____	What did you do in English outside class? ☐ Do homework ☐ Learn new words ☐ Revise before a test ☐ Listen to music ☐ Read a reader ☐ Watch a TV programme, video or DVD ☐ Write an email or chat ☐ Look at web pages ☐ Write a letter ☐ Read a magazine ☐ Other activities: _____
Objectives: One thing which I need to improve _____ How can I improve? _____	
Learning strategy: Do you regularly use the grammar reference to check your work? ___ Yes / ___ No	

Student Self-assessment Checklist

Name: _____ Class: _____

Unit 5

1 Complete the self-evaluation by ticking the boxes that best refer to your ability.

!! I need to try this again. ! I could do this better. * I am satisfied. ** I can do this very well.

	!!	!	*	**
Speaking Page 50: 2				
I can talk about ideas and preferences.				
Reading Page 46: 1				
I can summarize a text.				
Listening Page 48: 3				
I can listen for general and specific information.				
Dialogue Page 50: 5				
I can compare ideas for a present.				
Writing Page 51: 4				
I can write a biography.				

2 Complete the form.

What I remember: A useful question _____ A useful expression _____ Some useful words _____	What did you do in English outside class? ☐ Do homework ☐ Learn new words ☐ Revise before a test ☐ Listen to music ☐ Read a reader ☐ Watch a TV programme, video or DVD ☐ Write an email or chat ☐ Look at web pages ☐ Write a letter ☐ Read a magazine ☐ Other activities: _____
Objectives: One thing which I need to improve _____ How can I improve? _____	
Learning strategy: Do you list new vocabulary in groups according to their meaning? ___ Yes / ___ No	

Student Self-assessment Checklist

Name: _____ Class: _____

Unit 6

1 Complete the self-evaluation by ticking the boxes that best refer to your ability.

!! I need to try this again. ! I could do this better. * I am satisfied. ** I can do this very well.

	!!	!	*	**
Speaking Page 60: 2				
I can talk about probability and the future.				
Reading Page 56: 1				
I can summarize the main idea of a paragraph.				
Listening Page 58: 4				
I can listen to a dialogue for gist.				
Dialogue Page 60: 6				
I can exchange views with another person about what I think will happen.				
Writing Page 61: 4				
I can write a report about a survey.				

2 Complete the form.

What I remember: A useful question _____ A useful expression _____ Some useful words _____	What did you do in English outside class? ☐ Do homework ☐ Learn new words ☐ Revise before a test ☐ Listen to music ☐ Read a reader ☐ Watch a TV programme, video or DVD ☐ Write an email or chat ☐ Look at web pages ☐ Write a letter ☐ Read a magazine ☐ Other activities: _____
Objectives: One thing which I need to improve _____ How can I improve? _____	
Learning strategy: Do you record yourself speaking and listen to yourself? ___ Yes / ___ No	

Student Self-assessment Checklist

Name: _____ Class: _____

Unit 7

1 Complete the self-evaluation by ticking the boxes that best refer to your ability.

!! I need to try this again. ! I could do this better. * I am satisfied. ** I can do this very well.

	!!	!	*	**
Speaking Page 68: 2				
Reading Page 64: 2				
Listening Page 66: 4				
Dialogue Page 68: 4				
Writing Page 69: 4				

2 Complete the form.

What I remember: A useful question _____ A useful expression _____ Some useful words _____	What did you do in English outside class? ☐ Do homework ☐ Learn new words ☐ Revise before a test ☐ Listen to music ☐ Read a reader ☐ Watch a TV programme, video or DVD ☐ Write an email or chat ☐ Look at web pages ☐ Write a letter ☐ Read a magazine ☐ Other activities: _____
Objectives: One thing which I need to improve _____ How can I improve? _____	
Learning strategy: Do you use example sentences to help you remember grammar rules? ___ Yes / ___ No	

Student Self-assessment Checklist

Name: _____ Class: _____

Unit 8

1 Complete the self-evaluation by ticking the boxes that best refer to your ability.

!! I need to try this again. ! I could do this better. * I am satisfied. ** I can do this very well.

	!!	!	*	**
Speaking Page 78: 2				
Reading Page 74: 1				
Listening Page 76: 3				
Dialogue Page 78 : 5				
Writing Page 79: 4				

2 Complete the form.

What I remember: A useful question _____ A useful expression _____ Some useful words _____	What did you do in English outside class? ☐ Do homework ☐ Learn new words ☐ Revise before a test ☐ Listen to music ☐ Read a reader ☐ Watch a TV programme, video or DVD ☐ Write an email or chat ☐ Look at web pages ☐ Write a letter ☐ Read a magazine ☐ Other activities: _____
Objectives: One thing which I need to improve _____ How can I improve? _____	
Learning strategy: Do you and your friends test each other on past participles? ___ Yes / ___ No	

Student Self-assessment Checklist

Name: _____ Class: _____

Unit 9

1 Complete the self-evaluation by ticking the boxes that best refer to your ability.

!! I need to try this again. ! I could do this better. * I am satisfied. ** I can do this very well.

	!!	!	*	**
Speaking Page 86: 3				
Reading Page 82: 1				
Listening Page 84: 4				
Dialogue Page 86: 5				
Writing Page 87: 4				

2 Complete the form.

What I remember: A useful question _____ A useful expression _____ Some useful words _____ Objectives: One thing which I need to improve _____ How can I improve? _____ Learning strategy: Do you read texts all the way through, for general understanding? — Yes / — No	What did you do in English outside class? ☐ Do homework ☐ Learn new words ☐ Revise before a test ☐ Listen to music ☐ Read a reader ☐ Watch a TV programme, video or DVD ☐ Write an email or chat ☐ Look at web pages ☐ Write a letter ☐ Read a magazine ☐ Other activities: _____
--	---

1 Classroom (Continuous assessment)

	Date	Vocabulary	Grammar	Speaking	Listening	Reading	Writing	Comments
Unit 1								
Unit 2								
Unit 3								
Unit 4								
Unit 5								
Unit 6								
Unit 7								
Unit 8								
Unit 9								

2 Test results

	Listening	Vocabulary	Grammar	Reading	Writing	Total / 100	Speaking
Diagnostic							
Unit 1							
Unit 2							
Unit 3							
End-of-term test 1							
Unit 4							
Unit 5							
Unit 6							
End-of-term test 2							
Unit 7							
Unit 8							
Unit 9							
End-of-term test 3							
End-of-year test 1							
End-of-year test 2							

End-of-year Self-assessment

Name:

Nationality:

First language:

Date:

Evaluate your language ability in each skill area. Read the descriptions of language skills for levels A1 and A2. Then put ticks (✓) or crosses (X) in the table.

	A1	A2
Listening		
Reading		
Conversation		
Speaking		
Writing		

	A1	A2
Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
Conversation (Oral interaction)	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
Speaking (Oral production)	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

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Reading and listening

Speaking and pronunciation

Writing

English plus Options

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Starter unit

Vocabulary

Family

- 1 1.02 Check the meaning of words 1–14 and match 1–8 with the words from the box. Then listen and check.

grandson husband brother nephew
grandfather father son uncle

- | | |
|------------------------|----------------|
| 1 mother <i>father</i> | 8 niece |
| 2 sister | 9 cousin |
| 3 aunt | 10 child |
| 4 grandmother | 11 parent |
| 5 wife | 12 grandparent |
| 6 daughter | 13 partner |
| 7 granddaughter | 14 twin |

- 2 Look at the photos and choose the correct words.



Brad Pitt and partner / husband Angelina Jolie with their (1) **nieces** / **children**. Their three (2) **twins** / **sons** are Maddox, Pax and Knox. Their (3) **daughters** / **cousins** are Zahara, Shiloh and Vivienne.

- (4) **Brothers** / **Partners**
William and Harry. Their
(5) **grandmother** / **aunt**
is the Queen of England.



- 3 Correct the sentences.

My fathers' names are Alice and Mark. °
My parents' names are Alice and Mark.

- 1 They've got three sons – two boys and a girl. °
2 Ana and Francisco are my brothers. °
3 They're nice childs. °
4 I visit my grandfathers at Christmas. °

How to: ask about families

- 4 Study the key phrases. Then ask and answer the questions.

KEY PHRASES

Have you got any brothers and sisters?
What's your father's name?
Have you got a favourite uncle or aunt?
Where's your mother from?
How old is your grandfather?

Have you got any
brothers and sisters?

Yes, I have.

No, I haven't.

Bart Simpson has
got two (6) **sisters** /
fathers, Lisa and
Maggie. Marge is
their (7) **daughter** /
mother, and her
(8) **husband's** / **wife's**
name is Homer.



Starter unit

Unit summary

Vocabulary

Core vocabulary:

Family: *aunt, brother, child, cousin, daughter, father, granddaughter, grandfather, grandmother, grandparent, grandson, husband, mother, nephew, niece, parent, partner, sister, son, twin, uncle, wife*

Compound nouns: school: *English exercise, French exam, geography book, history notes, ICT homework, maths teacher, music room, PE class, science laboratory, etc.*

Grammar

be + subject pronouns

Possessive 's

have got

there is, there are

Communication

Ask about families

Talk about schoolwork

Key competences

Competence in social skills and citizenship: How to ask about families (p.4)

Autonomy and personal initiative: How to talk about schoolwork (p.6)

Vocabulary

Family

Aims

- Learn vocabulary for family relationships.
- Ask and answer personal questions about family.

Warm-up

- With books closed, write the word *family* on the board.
- Ask: *How many people are there in your family? Who are they?*
- Elicit words for family members and write them on the board.

Exercise 1 1.02

- Students use their dictionaries to check the meaning of the words, then match them.
- Play the CD. Students listen and check their answers.

ANSWERS

- | | | |
|-----------|---------------|------------|
| 1 father | 4 grandfather | 7 grandson |
| 2 brother | 5 husband | 8 nephew |
| 3 uncle | 6 son | |

Exercise 2

- Students read the texts and choose the correct answers.

ANSWERS

- | | | |
|-------------|---------------|-------------|
| 1 children | 4 Brothers | 7 mother |
| 2 sons | 5 grandmother | 8 husband's |
| 3 daughters | 6 sisters | |

Exercise 3

- Students correct the sentences.

ANSWERS

- | | |
|----------------------|----------------------------|
| 1 children | 3 children |
| 2 brother and sister | 4 grandparents/grandfather |

How to: ask about families

Exercise 4

- Read through the key phrases with the class.
- Model and drill pronunciation of the questions if necessary.
- Students ask and answer the questions in pairs.
- Students report back to the class on their partner's family.

+ Optional activity: Vocabulary

Refer students back to the photos and ask them to read through the texts again.

Ask students to close their books. Put them into pairs and tell them to write down as much information as they can remember about the people in the photos.

Elicit information from individual students. Correct pronunciation where necessary, and ask them to spell the family words.

Competence in social skills and citizenship

This activity will help your students to work appropriately and with respect in pairs.

+ Optional activity: Vocabulary

Ask students to write three sentences about their own family, two true and one false.

Allow students to move around the classroom, reading their sentences to other students and guessing which sentence is false.

Learning to learn

This activity will help your students to internalize and reflect on the way languages are organized. It will also help them to work appropriately and with respect in groups.

Further practice

➡ Workbook page 4

Grammar

be + subject pronouns

Aims

- Learn and practise the use of *be* + subject pronouns to ask and answer questions and give personal information.

Warm-up

- Ask an individual student: *How old are you?* Write the question on the board and underline the verb *are*.
- Elicit the answer (*I'm sixteen*) and write it on the board. Underline the verb *'m*.
- Ask another student: *How old is ... ?* Write the answer on the board (*He / She is sixteen*) and underline the verb *is*.
- Elicit that the underlined verbs are all part of the verb *be*.

Exercise 1

- Students copy and complete the tables and sentences.
- Check answers, then ask students to work in pairs to write the negative and question forms.
- Model and drill pronunciation of some sentences / questions.

ANSWERS

- 1 isn't 2 Is
a re; You aren't in my class; Are you in my class?
b s; It isn't a nice day; Is it a nice day?
c m; I'm not fourteen years old; Am I fourteen years old?
d are; Your cousins aren't in France; Are your cousins in France?

LANGUAGE NOTE In spoken English, we usually use contracted forms of *be* in affirmative sentences when we use a pronoun. When we use a noun, we often use the full form: *They're in France. My cousins are in France. He's English. The teacher is English.*

We always use full forms in questions: *Is he fourteen? Are they happy?*

Exercise 2

- Students complete the sentences.

ANSWERS

- 1 I'm not 4 He's 7 we're
2 Is she 5 Are they
3 is it 6 They aren't

Exercise 3

- Students match the sentence halves.
- Ask students to ask and answer the questions in pairs.

ANSWERS

- 1 How old are you? 5 What time's the next class?
2 Where are you from? 6 What are your parents' names?
3 Who's your favourite singer? 7 How are you today?
4 When's your birthday? 8 What's your phone number?

Exercise 4

- Look at the example with the class, and elicit one or two more possible questions.
- Ask students to write their questions in pairs, then ask and answer them.
- If some students finish quickly, refer them to the Fast finisher activity at the bottom of the page.

Possessive 's

Aims

- Learn and practise the use of possessive 's to talk about possessions.

Exercise 5

- Ask students to work in pairs to translate the sentences into their own language.

ANSWERS

Answers in students' own language.

LANGUAGE NOTE In spoken English, *My cousin's house* (one cousin) and *My cousins' house* (more than one cousin) sound the same.

Possessive 's is only used for people and animals, but not for objects: *the boy's leg* NOT ~~the table's leg~~.

For objects, we often use a compound noun (*the door handle*) or we can use *of*: *the top of the box*.

Exercise 6

- Students write sentences using possessive 's. Remind them to think about whether the 's refers to one or more people.

ANSWERS

- 1 I like Clara's hair.
2 Is that David and Julie's mother?
3 It's my grandmother's birthday.
4 My parents' car isn't here.
5 What are your friends' names?

Fast finisher

- Refer fast finishers to the Fast finisher activity.
- Students can write their paragraphs and swap with another fast finisher to check how accurate each other's description is.
- Alternatively, students can write a paragraph about someone else in the class. This can later be turned into a game, with the class having to guess who is being described.

Further practice

⇒ Workbook page 5

⇒ Grammar reference, Workbook page 80

Grammar

be + subject pronouns

- 1 Copy and complete the tables and sentences a–d in the affirmative. Then write the negative and question forms of a–d.

Affirmative
She's happy today.
Negative
She (1) ... happy today.
Question
(2) ... she happy today?

- a You' ... in my class.
 b It' ... a nice day.
 c I' ... fourteen years old.
 d Your cousins ... in France.

⇒ Workbook page 80

- 2 Complete the sentences with the correct subject pronouns and form of *be*.

Pablo and Lourdes aren't here. *They're* in a different class.

- 1 No, ... sixteen. I'm fourteen.
 2 ... your sister? No, she isn't.
 3 What time ... ? It's five past three.
 4 This is my uncle. ... a teacher.
 5 ... from Germany? Yes, they are.
 6 Her cousins are from the USA. ... from Canada.
 7 My parents are happy with my brother and me because ... good at school.

- 3 Match the sentence halves to make questions. Then ask and answer the questions with a partner.

- | | |
|-------------------|----------------------|
| 1 How old ... | your parents' names? |
| 2 Where ... | are you? |
| 3 Who's your ... | you today? |
| 4 When's ... | the next class? |
| 5 What time's ... | phone number? |
| 6 What are ... | favourite singer? |
| 7 How are ... | your birthday? |
| 8 What's your ... | are you from? |

How old are you?

I'm fourteen.

- 4 Write questions with the verb *be* and words from the boxes. Then ask and answer.

Is your teacher from here?

you
 your teacher
 your grandparents
 your best friend
 your mother or father

from here?
 strict?
 good at English?
 nice?
 interested in music?
 in this class?
 (a) Real Madrid fan(s)?

Are you a
 Real Madrid fan?

No, I'm not.

Possessive 's

- 5 Translate the sentences into your language.

- 1 Ethan's father is in France.
 2 My cousins' house is very old.
 3 Where are Ryan and Amy's books?

⇒ Workbook page 80

- 6 Write sentences using the possessive 's.

This is (my uncle / car).

This is my uncle's car.

- 1 I like (Clara / hair).
 2 Is that (David and Julie / mother)?
 3 It's my (grandmother / birthday).
 4 My (parents / car) isn't here.
 5 What are (your friends / names)?

✚ **Fast finisher**

Write a short paragraph about you.

My name's Raul and I'm fourteen years old ...

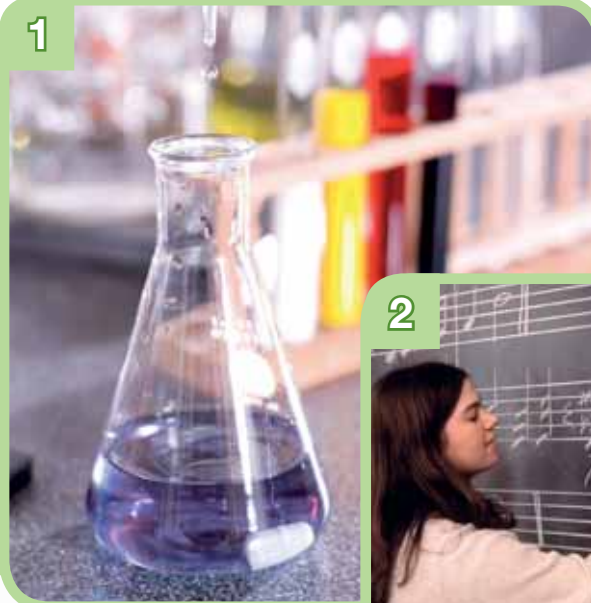
Compound nouns: school

1 Write combinations of nouns for pictures 1–6.

geography	class
science	exam
maths	book
ICT*	teacher
French	homework
history	notes
music	exercise
English	laboratory
PE*	room

ICT = Information and Communication Technology
PE = Physical Education

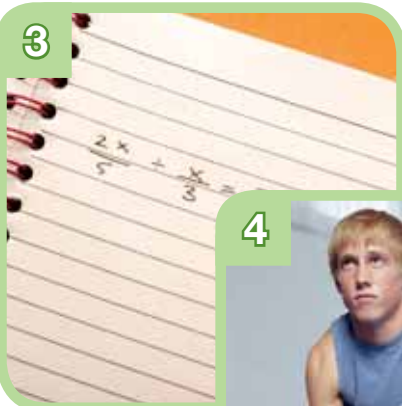
1



2



3



5



6



4



How to: talk about schoolwork

2 Choose the correct words.

- 1 This geography **exam** / **laboratory** is easy.
- 2 I've got a list of verbs in my **English** / **geography** notes.
- 3 She's in the music **exercise** / **room**.
- 4 I haven't got my maths **homework** / **room**.
- 5 We've got a big gymnasium for **PE** / **geography** classes.
- 6 My French **teacher** / **exam** has got a good accent.
- 7 It's on page twelve of your history **exercise** / **book**.

3 1.03 DICTATION Listen and write five sentences.

4 Study the key phrases. Then ask and answer questions about schoolwork with a partner. Change the blue words.

KEY PHRASES

Have we got **maths** homework today?
When's the **geography** exam?
Can I look at your **history** notes?
Who's your **ICT** teacher?
What time's the **next** English class?

Have we got science homework today?

Yes, we have.

Vocabulary

Compound nouns: school

Aims

- Practise forming compound nouns to do with school.
- Use compound nouns to talk about schoolwork.
- Listen for detail by doing a dictation.

Warm-up

- With books closed, ask students what their favourite subjects are at school. Elicit some words for school subjects and write them on the board.
- Ask students what words they know to do with schoolwork. Elicit a few nouns such as *exam* and *teacher* and write them on the board.
- Point out that the nouns on the board can be combined to make compound nouns such as *maths teacher*.

Exercise 1

- Allow students time to read through the lists of nouns, and check that they understand them all.
- Make sure students understand that they must form compound nouns to match the pictures.
- Students form the compound nouns.
- Check answers with the class and point out that the stress in compound nouns usually falls on the first word. Drill pronunciation of the compound nouns if necessary.

ANSWERS

- | | |
|----------------------|------------------|
| 1 science laboratory | 4 PE class |
| 2 music teacher | 5 geography exam |
| 3 maths notes | 6 French book |

Exercise 2

- Ask students to choose the correct words.
- Ask students to check their answers in pairs before you check with the class.

ANSWERS

- | | | |
|-----------|------------|--------|
| 1 exam | 4 homework | 7 book |
| 2 English | 5 PE | |
| 3 room | 6 teacher | |

Exercise 3 Dictation 1.03

- Tell students they are going to listen to five sentences.
- Play the CD and tell students just to listen.
- Play the CD again and tell students to write the sentences.
- Check answers by asking individual students to write the sentences on the board.

ANSWERS

- 1 This is my maths book.
- 2 Where is the science laboratory?
- 3 My ICT teacher is very strict.
- 4 What time's PE class?
- 5 Your history notes are here.

How to: talk about schoolwork

Exercise 4

- Read through the key phrases with the class. Model and drill pronunciation of the questions if necessary.
- Look at the example with the class, then ask students to ask and answer the questions in pairs.
- Ask some pairs to perform individual questions and answers for the class.

+ Optional activity: Vocabulary

Ask students to work in pairs and write three more questions using the key phrases in exercise 4 and the compound nouns in exercise 1.

Students can then work in groups of four to ask and answer each other's questions.

Competence in linguistic communication, social skills and citizenship

This activity will help your students to understand and apply language rules. It will also help them to work appropriately in pairs and small groups.

+ Optional activity: Vocabulary

Divide the class into two teams and tell students they are going to play a vocabulary game.

With books closed, ask students to work individually and write three sentences about school using compound nouns. Tell them to try and use compound nouns that they think other students won't use.

Ask individual students from each team in turn to read out one of their sentences. If a student has used a compound noun correctly, award a point and write the compound noun on the board. Tell students that when a particular compound noun has been used once, it cannot be used again in the game.

Continue asking students to read out their sentences until students have no different compound nouns to offer.

The team with the most points is the winner.

Competence in linguistic communication • Artistic and cultural competence

This activity will help your students to understand and apply language rules. It will also help them to work appropriately in pairs and small groups.

Further practice

➡ Workbook page 6

Grammar

have got

Aims

- Learn affirmative, negative and question forms of *have got*.
- Use *have got* to ask and answer questions about school.

Warm-up

- With books closed, ask individual students *What classes have you got today?*
- Elicit answers and write *have got* on the board.
- Elicit that we use *have got* to talk about possessions, and tell students that we can also use it to talk about school.

Exercise 1

- Ask students to copy and complete the table individually, then check their answers in pairs.
- Check answers with the class.

ANSWERS

- | | |
|----------|-----------|
| 1 ve | 3 haven't |
| 2 hasn't | 4 Have |

LANGUAGE NOTE We use *has got*, not *have got*, for third person singular forms: *He's got maths today*. NOT *He have got maths*.

We don't use *do / does* with *have got* to form negatives and questions: *I haven't got* NOT *I don't have got*. *Have you got?* NOT *Do you have got?*

In short answers, we use *have / has*, not *have got / has got*. *Have you got geography?* Yes, I have. NOT *Yes, I've got*.

Exercise 2

- Students order the sentences.
- Ask students to check their answers in pairs before you check with the class.

ANSWERS

- 1 My sister hasn't got maths classes.
- 2 Has the history teacher got our books?
- 3 What exercises have we got for homework?
- 4 Our school has got a good science laboratory.
- 5 I haven't got your maths notes.

Exercise 3

- Read the task and look at the example with the class. Elicit one or two more questions with the whole class.
- Students write their questions individually then check answers in pairs.
- Students ask and answer their questions in pairs.

ANSWERS

Students' own answers.

there is, there are

Aims

- Learn affirmative, negative and question forms of *there is, there are*.
- Use *there is, there are* to ask and answer questions about school.

Warm-up

- With books closed, write on the board: *There ____ one art teacher at this school. There ____ three maths teachers.*
- Elicit the missing words, then elicit other sentences using *there is, there are* from the class.

Exercise 4

- Students copy and complete the tables individually, then check their answers in pairs.
- Check answers with the class.

ANSWERS

- | | | |
|-------|---------|------|
| 1 are | 2 isn't | 3 Is |
|-------|---------|------|

LANGUAGE NOTE We use *there is* with singular nouns, and we use *there are* with plural nouns: *There are three maths teachers*. NOT *There is three maths teachers*.

The word order in the question forms is: *Is there an exam?* NOT *There is an exam?*

The short answers are *Yes, there is / are*. *No, there isn't / aren't*. *Is there a music room?* Yes, there is. *Are there any new teachers?* No, there aren't.

Exercise 5

- Students complete the sentences with the correct forms.
- Check answers.

ANSWERS

- | | | |
|----------------|---------------|-------------|
| 1 Is there | 4 Is there | 7 there are |
| 2 there aren't | 5 There is | 8 Are there |
| 3 There are | 6 there isn't | |

Exercise 6

- Students complete the sentences with the correct verb forms.
- Check answers with the class.
- Students ask and answer the questions in pairs.

ANSWERS

- | | |
|--------|--------|
| 1 Is | 5 Are |
| 2 Have | 6 is |
| 3 is | 7 have |
| 4 Is | |

Further practice

⇒ Workbook page 7

⇒ Grammar reference, Workbook page 80

Grammar

have got

1 Copy and complete the tables.

Affirmative	
I've / You've got	geography today.
He's / She's / It's got	a strict teacher.
We've / They' (1) ... got	French homework.

Negative	
I / You haven't got	geography today.
He / She / It (2) ... got	a strict teacher.
We / They (3) ... got	French homework.

Questions	
Have I / Have you got	geography today?
Has he / Has she / Has it got	a strict teacher?
(4) ... we / Have they got	French homework?

➡ Workbook page 80

2 Order the words to make sentences.

haven't / a / maths / book / very good / we / got
We haven't got a very good maths book.

- 1 my sister / classes / maths / got / hasn't
- 2 our / books / the history teacher / has / got / ?
- 3 what / for / got / we / have / exercises / homework / ?
- 4 got / our school / has / a good science laboratory
- 5 maths / notes / I / got / haven't / your

3 Write eight questions with the verb *have got* and the words in A–C. Then ask and answer.

A	B	C
you	good	classes?
our school	interesting	writing?
your friends	strict	teachers?
your teacher	difficult	notes?
this English book	neat	exercises?
	nice	topics?
		rooms?

Have you got
neat writing?

Yes, I have.

there is, there are

4 Complete the tables with three of the words. When do we use *any*?

is are Are isn't Is

Affirmative	
Singular	There's an exam on Friday.
Plural	There (1) ... three people here.

Negative	
Singular	There (2) ... an exam on Friday.
Plural	There aren't any people here.

Questions	
Singular	(3) ... there an exam on Friday?
Plural	Are there any people here?

➡ Workbook page 80

5 Complete the sentences with the correct form of *there is* and *there are*.

- 1 ... a teacher in the geography class?
- 2 No, ... any teachers.
- 3 ... two new people in this class.
- 4 ... any maths homework today?
- 5 ... a science laboratory next to this room.
- 6 No, ... a music room in my school.
- 7 Yes, ... three exercises for homework.
- 8 ... any notes in your book?

6 Complete the questions with the correct forms of *be* and *have*. Then ask and answer.

- 1 ... there an English exam this week?
- 2 ... you got a new teacher for science?
- 3 What time ... the next class?
- 4 ... the English teacher from America?
- 5 ... there any new students in this class?
- 6 When ... our next maths class?
- 7 What teacher ... we got for ICT this year?

unit 1 Possessions

Start thinking

- 1 What is a monastery? Who lives there?
- 2 What are nomads? Do they have a lot of possessions?
- 3 What things do people like collecting?

Aims

Vocabulary

- Everyday objects
- Verbs: time and money

Grammar

- Adverbs of frequency
- Present simple: affirmative and negative
- Present simple: questions
- Verb + -ing

Communication

- Talk about likes and dislikes
- Ask for and give opinions
- Write an internet profile

English plus Options +



Curriculum extra

Technology: Advertising

→ Page 100



Project

Collection for the future

→ Page 110



Culture

Pocket money and part-time jobs

→ Page 113

Vocabulary

Everyday objects

- 1 1.04 Match thirteen of the words with pictures 1–13 on page 9. Listen and check. Then ask and answer questions.

a laptop a mobile phone an mp3 player a ticket
a bus pass an ID card sunglasses keys money
a wallet a purse jewellery make-up an umbrella
clothes a bag

Have you got a laptop with you?

No, I haven't.

Study strategy: using the wordlist

- 2 Look at the questionnaire on page 9. Check the meaning of the **blue** words in the wordlist on pages 112–125 of the Workbook.

- 3 Do the questionnaire with a partner. Then write answers.

I'm (not) very sentimental.

Laura is quite trendy.

Grammar: Adverbs of frequency

- 4 Study the sentences and complete the list of adverbs with the **blue** words. Is the position of adverbs the same with *be*, *have got* and other verbs?

- 1 Susana **sometimes** wears make-up.
- 2 I **occasionally** lose things.
- 3 I've **never** got any money.
- 4 Her mobile phone is **usually** in her bag.

always (1) ... often **sometimes** (2) ... don't often hardly ever (3) ...

→ Workbook page 82

- 5 Study the position of the adverbs in exercise 4. Then order the words to make sentences.

- 1 We / speak / always / English in class
- 2 Fernando / occasionally / the answers / knows
- 3 hardly ever / my books / lose / I
- 4 change / classes / don't often / We

unit 1 Possessions

Unit summary

Vocabulary

Core vocabulary:

Everyday objects: *bag, bus pass, clothes, ID card, jewellery, key, laptop, make-up, mobile phone, money, mp3 player, purse, sunglasses, ticket, umbrella, wallet*

Verbs: time and money: *buy ... on, collect, give ... to, go shopping with, listen to, meet, need, read, play, save, spend ... on, study, watch, wear*

Grammar

Adverbs of frequency

Present simple: affirmative and negative

Present simple: questions

Verb + *-ing*

Communication

Talk about likes and dislikes

Ask for and give opinions

Write an internet profile

English plus Options

Curriculum extra: Technology: Advertising (p.100)

Project: Collection for the future (p.110)

Culture: Pocket money and part-time jobs (p.113)

Key competences

Learning to learn: Using the wordlist (p.8)

Competence in social skills and citizenship: Your things – your character (p.9)

Artistic and cultural competence: My things (p.10)

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

- 1 A monastery is a place where monks (religious men) live.
- 2 Nomads are people who travel around, rather than living in one place. No, they don't have a lot of possessions.
- 3 Students' own answers.

Vocabulary

Everyday objects

Aims

- Learn vocabulary for everyday objects.
- Do a questionnaire about personal possessions.
- Learn adverbs of frequency and their position in sentences.
- Practise using the wordlist to find the meaning of new words.

Warm-up

- With books closed, ask students to work in pairs and write in English things they usually have in their bag or their pockets.
- Elicit some words from the class and write them on the board.

Exercise 1 1.04

- Students match the objects with the pictures individually.
- Play the CD so that students can check their answers. Drill the pronunciation of difficult words.
- Read the example with the class. Elicit one or two more questions, then put students in pairs to ask and answer.

ANSWERS

- | | |
|------------------|------------------|
| 1 a bus pass | 8 make-up |
| 2 a ticket | 9 jewellery |
| 3 clothes | 10 money |
| 4 an umbrella | 11 keys |
| 5 an ID card | 12 a bag |
| 6 a mobile phone | 13 an mp3 player |
| 7 a wallet | |

Study strategy: using the wordlist

Exercise 2

- Refer students to the blue words in the questionnaire. Ask them to work in pairs and look up the words in the wordlist on pages 112–125 of the Workbook.

Exercise 3

- Allow students time to read through the questionnaire, and check that they understand the meaning of the adjectives *sentimental, trendy, practical, organized, up to date*.
- Students work in pairs to do the questionnaire.
- Students work individually to write sentences about themselves and their partner.
- Ask some students to read out their sentences to the class.

ANSWERS

Students' own answers.

Exercises 4–5

- See page T9.

Grammar: Adverbs of frequency

Exercise 4

- Read the sentences with the class, focusing on the adverbs of frequency.
- Students complete the list of adverbs.
- Check answers, then ask the question about the position of the adverbs.

ANSWERS

- 1 usually
- 2 occasionally
- 3 never

LANGUAGE NOTE The rules for the position of adverbs of frequency are:

Before most verbs: *He never loses things.*

After the verb *be*: *She is always late.*

Between *have* and *got*: *I've always got my mobile phone in my bag.*

Exercise 5

- Students work individually to order the sentences, then compare their answers in pairs.
- Check answers with the class.

ANSWERS

- 1 We always speak English in class.
- 2 Fernando occasionally knows the answers.
- 3 I hardly ever lose my books.
- 4 We don't often change classes.

+ Optional activity: Vocabulary

To practise or revise the vocabulary set in a fun way, divide the class into two teams. Ask one student from each team to be the team captain. The two captains should come to the front of the class and, without showing their classmates, write a list on a piece of paper of six everyday objects from exercise 1.

Explain to the teams that each captain has six everyday objects in their bag, and their team mates must guess the objects one by one.

With books closed, ask individual students from first one team then another to ask their captain about what is in their bag, e.g. *Have you got a laptop in your bag? Are there some sunglasses in your bag?* Only accept questions if they are correctly formed.

If the answer is yes, write that word on the board. If the answer is no, move on to the next question but do not write the word on the board, so students have to remember which objects their team mates have asked about.

The first team to guess all six objects wins the game.

Competence in social skills and citizenship

This activity will help your students to work appropriately in groups.

+ Optional activity: Vocabulary

Tell students they are going to write some sentences about themselves, using the everyday objects in exercise 1 and the adverbs of frequency in exercise 4. Elicit some examples from the class first, for example *I never use a laptop. I've always got money in my purse.*

Tell students to write their three sentences individually, and tell them that two must be true and one must be false.

Ask some students to read out their three sentences to the class. Ask the class to guess which is the false sentence.

Autonomy and personal initiative

This activity will help your students to develop initiative and take decisions when planning and carrying out tasks.

Further practice

⇒ Workbook pages 8 and 9

⇒ Grammar reference, Workbook page 82

YOUR THINGS - YOUR CHARACTER

What do your possessions say about you?

Are you sentimental?

- 1 Do you **keep** old tickets, notes or messages?
- Always
 - Sometimes
 - Never



- 2 Do you keep photos on your mobile phone or in your wallet?
- Always
 - Sometimes
 - Never



Are you trendy?

- 3 Do you **wear** clothes with designer labels?
- Always
 - Sometimes
 - Never



- 4 Do you wear jewellery or make-up?
- Always
 - Sometimes
 - Never



Are you practical?

- 5 Do you **use** an umbrella when it rains?
- Always
 - Sometimes
 - Never



- 6 Do you **carry** some money and a key to your house?
- Always
 - Sometimes
 - Never



Are you organized?

- 7 Do you **carry** cards, keys and money?
- Always
 - Occasionally
 - Never



- 8 Do you **know** exactly what's in your bag and pockets?
- Always
 - Usually
 - Never



Are you up to date?

- 9 Do you often **change** your mobile phone?
- Yes, every year
 - No, not often
 - Hardly ever



- 10 Have you got music on an mp3 player or mobile phone?
- Yes, always
 - Yes, usually
 - No, not usually



1 Check the meaning of words 1–4 and look at the photos. Guess which possessions are Laura's and which are Phra Pachak's.

- 1 bowl 2 library card 3 robes 4 jewellery

2  1.05 Read and listen to the texts. Check your answers to exercise 1.

My things



Laura

I don't need money at school, but I've got five pounds for emergencies. In my wallet I also keep my bus pass, library card, some photos and an electronic ID card for school. We use the ID card when we go into the school and when we go into class. The teachers always know where we are.

I don't wear much jewellery or make-up at school, but I sometimes take some with me. I've got a mobile phone, but we aren't allowed to have them at school. It's against the rules.



Phra Pachak

In Thailand, young Buddhist boys usually live in a monastery for one or two years between the ages of eight and thirteen. Life is simple in the monastery. The boys can't take their things with them, and they learn that possessions aren't important.

Phra Pachak has got two robes and he doesn't wear other clothes. He's got a bowl, a cup and an umbrella. He goes into town every day with his bowl and people give him food. It's against the rules to have jewellery, money and mobile phones in the monastery.

Build your vocabulary

I'm allowed to ...

I'm not allowed to ...

It's against the rules to ...

3 Read the texts again and answer the questions.

- 1 What has Laura got in her wallet?
- 2 How do the teachers know where the students are in Laura's school?
- 3 Has Laura got her mobile phone at school? Why / Why not?
- 4 What religion is Phra Pachak?
- 5 What do boys learn about possessions in the monastery?
- 6 What possessions has Phra Pachak got in the monastery?

4 **ABOUT YOU** Answer the questions.

- 1 Are you allowed to have mobile phones at school?
- 2 What is against the rules at your school?
- 3 Are ID cards for students a good idea?
- 4 Is it a good idea to live without possessions?
- 5 What have you got in your wallet?

Reading

Aims

- Read about young people and their possessions.
- Read for general meaning and specific information.
- Talk about possessions.

Warm-up

- Ask individual students: *What do you always have in your bag? What possessions are important to you?*
- Elicit ideas from the class, and ask students if they think they have a lot of possessions.

Background

Buddhism is a religion based on the teachings of Siddhartha Gautama. Buddhists believe that life should be as simple as possible, and people should try to be unselfish and not concerned with material possessions. Buddhists live very simple lives and spend time each day praying and meditating.

Exercise 1

- Students check the meaning of the words in the list, either in their dictionaries or in the wordlist on pages 112–125 of the Workbook.
- Ask students to work in pairs to guess which possessions belong to each person.

ANSWERS

Students' own answers.

Exercise 2 1.05

- Play the CD. Students read and listen, and check whether their predictions were right.

ANSWERS

- | | |
|---------------|---------------|
| 1 Phra Pachak | 3 Phra Pachak |
| 2 Laura | 4 Laura |

Exercise 3

- Students read the texts again and answer the questions.

ANSWERS

- 1 She's got £5, her bus pass, library card, photos and ID in her wallet.
- 2 They have electronic ID cards.
- 3 No. It's against the rules.
- 4 He's Buddhist.
- 5 They learn that possessions aren't important.
- 6 He's got robes, a bowl, a cup and an umbrella.

Build your vocabulary

- Ask students to find the phrases in the text and work out the meanings.
- Check understanding of the phrases, for example by asking students to translate them into their own language.
- Point out that all the phrases are followed by an infinitive.

⇒ Workbook page 12

Exercise 4

- Read through the questions with the class and make sure that students understand everything.
- Ask students to prepare their answers to the questions individually.
- Students can ask and answer the questions in pairs.
- Ask some students to report back on their partner's answers and opinions.

ANSWERS

Students' own answers.

+ Optional activity: Writing

Ask students to imagine that they live in the monastery with Phra Pachak. Ask them to write a description of a typical day, beginning: *I usually get up at ...*. Students could work in pairs if you think they will find it too difficult working individually.

Ask some students to read their descriptions to the class. The class could vote for the best description.

Competence in social skills and citizenship • Artistic and cultural competence

This activity will help your students to develop respect for different cultures. It will also help to develop their creative abilities.

+ Optional activity: Language

With books closed, dictate these sentences to the class. Pause or cough to indicate a gap.

- 1 I don't need money ____ school.
- 2 We use the ID card when we go ____ the school.
- 3 ____ my wallet I also keep my bus pass.
- 4 Life is simple ____ the monastery.
- 5 He goes ____ town every day.

Ask students to work in pairs and complete the sentences with the correct words. Students can then check their answers in the texts.

Point out to students that sometimes different prepositions are used with different nouns, and they must learn which prepositions to use with each noun.

ANSWERS

- | | | |
|--------|------|--------|
| 1 at | 3 In | 5 into |
| 2 into | 4 in | |

Competence in linguistic communication, social skills and citizenship

This activity will help students to reflect on the way language works and its rules. It will also help them to work appropriately in pairs.

Further practice

⇒ Workbook page 12

Grammar

Present simple: affirmative and negative

Aims

- Learn the affirmative and negative forms of the present simple.
- Use the present simple to describe things that happen regularly.

Warm-up

- Write these gapped sentences on the board: *Buddhist boys _____ in a monastery. I _____ money at school.*
- Refer students back to the texts on page 10 to complete the sentences: *Buddhist boys **live** in a monastery. I **don't need** money at school.*
- Elicit that the verbs are in the present simple form.
- Elicit or explain that we use the present simple to talk about things that happen regularly or are always true.

Exercise 1

- Read through the tables with the class.
- Students complete the sentences individually, then check their answers in pairs.
- Check answers with the class.

ANSWERS

- | | |
|--------|-----------|
| 1 use | 3 don't |
| 2 uses | 4 doesn't |

LANGUAGE NOTE In the present simple affirmative, we add -s in the *he/she/it* form:
He needs a car. NOT *He need a car.*
 In the negative form, the *he/she/it* form uses *doesn't*:
He doesn't need a car. NOT *He don't need a car.*
 In the negative form, we don't add -s to the *he/she/it* form:
He doesn't need a car. NOT *He doesn't needs a car.*

Exercise 2

- Ask students to read the text through quickly, and ask *What is a nomad?* Elicit the answer.
- Ask students to complete the text with the correct words. Point out that they do not need to use all the words in the list.
- Check answers with the class.

ANSWERS

- 1 don't
- 2 carry
- 3 doesn't
- 4 buys
- 5 doesn't
- 6 buy
- 7 don't

Exercise 3

- Read through the table with the class, and elicit an example for the third column.
- Students copy and complete the table individually, then check their answers in pairs.
- Check answers with the class.

ANSWERS

Most verbs add -s	Verbs ending in consonant + y remove y → add -ies	Verbs ending in o, ch, sh, x and ss add -es
<i>needs uses likes wears changes works</i>	<i>carries studies</i>	<i>watches finishes goes passes</i>

Pronunciation: third person singular

⇒ Workbook page 100

Teaching notes page T126

Exercise 4

- Focus on the example, and do another example with the class if necessary.
- Students complete the sentences individually, then compare their answers in pairs.
- Check answers with the class.

ANSWERS

- 1 I like jewellery.
- 2 We don't carry ID cards.
- 3 She needs some money.
- 4 Paula and David don't wear designer clothes.
- 5 Her parents work in town.
- 6 My father doesn't lose his keys.
- 7 He doesn't wear sunglasses.
- 8 Our teacher uses a laptop.

Exercise 5

- Read the example sentence with the class and elicit one or two more examples from the class.
- Students write their sentences individually.
- Ask students to read their sentences to each other in pairs and help each other correct any mistakes.
- Ask some students to read their sentences to the class and ask the class to say whether they are correct or not.

ANSWERS

Students' own answers.

Further practice

⇒ Workbook page 9

⇒ Grammar reference, Workbook page 82

Grammar

Present simple: affirmative and negative

- 1 Study the tables. Then complete sentences 1–4 with *don't*, *doesn't*, *use* and *uses*.

Affirmative			
I / You	need	a car.	
We / You / They			
He / She / It	needs		

Negative			
I / You	don't	need	a car.
We / You / They			
He / She / It	doesn't		

- I ... an ID card at school. (affirmative)
- My teacher ... English in class. (affirmative)
- I ... carry a mobile phone. (negative)
- She ... use a lot of make-up. (negative)

➡ Workbook page 82

- 2 Complete the text with seven of the words.

live lives carry carries buy buys
don't don't doesn't doesn't

Attila *lives* in Iran. His family are nomads. Nomads (1) ... live in one place. They (2) ... their things from one place to another. Attila (3) ... study; he works with his father. His father sometimes (4) ... things, but he (5) ... need a lot. It's a simple life. Life in Britain is different. People (6) ... a lot of things, but they (7) ... use them.



- 3 Study the spelling rules. Then copy and complete the table with the third person form of the verbs.

carry need watch finish use like
wear change go work study pass

Spelling rules: third person -s		
Most verbs	Verbs ending in consonant + -y	Verbs ending in -o, -ch, -sh, -x and -ss
add -s	remove -y → add -ies	add -es
<i>needs</i>	<i>carries</i>	

Pronunciation: third person singular

➡ Workbook page 100

- 4 Complete the sentences with affirmative (,) and negative (°) forms of the words in the brackets.

I ... French (study °)

I don't study French.

1 I ... jewellery. (like ,)

2 We ... ID cards. (carry °)

3 She ... some money. (need ,)

4 Paula and David ... designer clothes. (wear °)

5 Her parents ... in town. (work ,)

6 My father ... his keys. (lose °)

7 He ... sunglasses. (wear °)

8 Our teacher ... a laptop. (use ,)

- 5 Write four affirmative and four negative sentences about you. Use the words in the boxes.

I don't use a laptop.

wear need use study carry want

a lot of money a new mobile phone
sunglasses red clothes Latin a laptop

Vocabulary and listening

Verbs: time and money

- 1 Check the meaning of the blue words in 1–14. Then choose the correct option.

Time

- 1 watch music / TV
- 2 listen to rock music / keys
- 3 read magazines / money
- 4 meet clothes / friends
- 5 play sunglasses / computer games
- 6 collect things / French
- 7 study tickets / English

Money

- 8 go shopping with friends / clothes
- 9 buy things on the internet / TV
- 10 give presents to wallets / people
- 11 spend money on snacks / ID cards
- 12 save bags / money
- 13 need a monk / bus pass
- 14 wear expensive clothes / umbrellas

- 2 Write sentences using the words from the boxes and verbs from exercise 1.

My dad often buys things on the internet.

I
My best friend
My mum
My dad
My grandparents

always
often
don't often /
doesn't often
sometimes
never

- 3 1.09 **DICTATION** Listen and write five sentences.

- 4 Study the examples. Then complete the sentences about yourself.

I spend a lot of time studying.

I spend a lot of money on clothes.

- 1 I spend a lot of time ... (-ing form)
- 2 I don't spend much time ... (-ing form)
- 3 I don't spend any time ... (-ing form)
- 4 I spend a lot of money on ... (noun)
- 5 I don't spend much money on ... (noun)
- 6 I don't spend any money on ... (noun)

- 5 1.10 Read the information. Then listen to the podcast about collections. Does the presenter like one or both of the collections?

- A She doesn't like the collections.
B She likes the collections.
C She likes only one of the collections.

SUPER COLLECTORS



Joshua Mueller and his collection of shoes.



Chloe Lees and her sister Rachel collect these cute (but expensive) Japanese designs.

- 6 1.10 Listen again and answer the questions.

- 1 Where does Joshua live?
- 2 How many pairs of sports shoes does he wear every day?
- 3 Does he need more shoes?
- 4 Do Chloe and Rachel spend all of their money on their collection?
- 5 What do they buy apart from bags?
- 6 Do they always buy the bags?

Vocabulary and listening

Verbs: time and money

Aims

- Learn verbs about time and money.
- Write personal sentences about time and money.
- Listen to a podcast about collections.
- Listen for general meaning and specific details.
- Listen for detail by doing a dictation.

Warm-up

- Write the words *time* and *money* on the board.
- Ask students what they do with their time and money.
- Ask students if they prefer to have lots of time or money.

Exercise 1

- Refer students to the blue words.
- Tell them to use their dictionaries to check the meaning of any verbs they don't know.

ANSWERS

- | | | |
|------------------|----------------|-------------|
| 1 TV | 6 things | 11 snacks |
| 2 rock music | 7 English | 12 money |
| 3 magazines | 8 friends | 13 bus pass |
| 4 friends | 9 the internet | 14 clothes |
| 5 computer games | 10 people | |

Exercise 2

- Refer students to the words in the boxes and the example.
- Elicit one or two more example sentences, then ask students to work individually to write sentences.

ANSWERS

Students' own answers.

Exercise 3 Dictation 1.09

- Tell students they are going to listen to five sentences.
- Play the CD and tell students just to listen.
- Play the CD again and tell students to write the sentences.

ANSWERS

- 1 My friend often goes shopping.
- 2 She spends her money on jewellery and make-up.
- 3 I don't need expensive clothes.
- 4 My dad doesn't often listen to rock music.
- 5 He studies English on the internet.

Exercise 4

- Read the examples with the class and elicit or point out that the verbs are in the *-ing* form.
- Students complete the sentences individually, then work in pairs to read their sentences to each other.

ANSWERS

Students' own answers.

Exercise 5 1.10 Tapescript page T120

- Allow students time to read through the information.
- Read the question with the class then play the recording.

ANSWERS

The presenter likes both of the collections.

Exercise 6 1.10 Tapescript page T120

- Play the CD again and ask students to write the answers.

ANSWERS

- 1 He lives in America.
- 2 One or two pairs.
- 3 Yes, he does.
- 4 Yes, they do.
- 5 They also buy wallets, purses and jewellery.
- 6 No, their parents also buy bags for them at Christmas and on their birthdays.

+ Optional activity: Vocabulary

Tell students to choose five verbs from exercise 1. Tell them to write a sentence using each of these verbs, making sure that they spell the verbs correctly.

Put students into pairs. They should read out their sentences to their partner, leaving out the verbs. Their partner must give the missing verb and spell it.

Learning to learn • Competence in social skills and citizenship

This activity will help your students to internalize and reflect on the way languages are organized. It will also help them to work appropriately in pairs.

+ Optional activity: Listening

Dictate these sentences to the class. Ask students to decide whether the sentences are true or false.

- 1 The presenter likes the colours of Joshua's trainers.
- 2 The presenter doesn't know what sports Joshua likes.
- 3 Chloe and Rachel are the presenter's friends.
- 4 Chloe and Rachel don't like their birthdays.

Play the recording again, pausing to allow students to check their answers.

ANSWERS

- 1 True.
- 2 True.
- 3 True.
- 4 False (they're really happy on their birthdays).

Competence in linguistic communication

This activity will help your students to understand different types of oral texts.

Further practice

↔ Workbook pages 10 and 103

Grammar

Present simple: questions

Aims

- Learn the question forms of the present simple.
- Write questions using the present simple.

Warm-up

- Refer students back to the photos on page 12. Ask students what questions they can ask about Joshua, Chloe and Rachel.
- Refer students to exercise 6 on page 12, and ask them to find examples of questions in the present simple.

Exercise 1

- Students copy the table and complete it.
- Ask some of the yes / no questions and elicit short answers.

ANSWERS

1 Do 2 do 3 does

LANGUAGE NOTE In present simple questions, we use *do* for first and second persons: *Do you collect comics? Where do they live?*

But we use *does* for *he / she / it*: *Where does he live?* NOT *Where do he live?*

In question forms, we do not add *-s* to the main verb in the *he / she / it* form: *Does he live in London?* NOT *Does he lives in London?*

Exercise 2

- Students write the questions.
- Check answers with the class.

ANSWERS

- 1 What do you read?
- 2 How do you know?
- 3 Where does she spend her money?
- 4 Do you go shopping with your parents?
- 5 Does your teacher study Italian?

Exercise 3

- Read the task with the class and do an example.
- Students write the questions.
- Ask students to compare their answers in pairs.

SUGGESTED ANSWERS

- 1 Do you like his collection?
- 2 Does she live in England?
- 3 Where do you meet them?
- 4 What does he collect?
- 5 When do they play?

Exercise 4

- Students write their questions individually, then check their answers in pairs and correct any mistakes.

ANSWERS

Students' own answers.

Verb + -ing

Aims

- Learn verbs that are followed by the *-ing* form.
- Use the present simple and verbs + *-ing* to talk about likes and dislikes.

Exercise 5

- Refer students to the table and the example.
- Students copy the table and complete it.
- Ask students to translate the verbs into their own language.

ANSWERS

J	K	L
I prefer reading comics. He likes reading novels. They love listening to music.	We don't mind studying.	My friend hates spending money. I don't like going shopping.

LANGUAGE NOTE Students will already be familiar with some verbs that are followed by the infinitive, e.g. *I want to play football*. It is important that they learn which are followed by an infinitive and which by the *-ing* form. The phrase *don't / doesn't mind* is not used in the affirmative. *I don't mind shopping*. But NOT *I mind shopping*.

Exercise 6

- Students correct the mistakes in the sentences.

ANSWERS

- 1 We love watching TV.
- 2 John doesn't mind studying.
- 3 Kate doesn't like listening to rock music.
- 4 My parents hate buying things on the internet.

Exercise 7

- Read the task and the example with the class.
- Students write their sentences, then compare their answers.

ANSWERS

Students' own answers.

How to: talk about likes and dislikes

Exercise 8

- Read the key phrases with the class.
- Ask a confident student: *Do you like listening to hip hop?*
- Students ask and answer the questions in pairs.

Fast finisher

- Refer fast finishers to the Fast finisher activity.
- Students can write their lists, then use them to ask and answer questions with another fast finisher.

Further practice

⇒ Workbook page 11

⇒ Grammar reference, Workbook page 82

Grammar

Present simple: questions

1 Copy and complete the table with *do* and *does*.

Question word	do / does	Subject	Verb	Other words
-	Do	you	collect	comics?
-	Does	she	wear	make-up?
-	(1) ...	your friends	buy	computer games?
What	(2) ...	they	buy?	-
Where	(3) ...	Joshua	live?	-

→ Workbook page 82

2 Order the words to make questions.

- 1 you / read / what / do / ?
- 2 know / how / do / you / ?
- 3 she / does / where / spend / her money / ?
- 4 do / with your parents / go shopping / you / ?
- 5 Italian / your teacher / does / study / ?

3 Write questions for the answers.

- 1 Yes, I like his collection a lot.
- 2 No, she doesn't. She lives in Spain.
- 3 I meet them in town.
- 4 He collects comics.
- 5 They play on Saturdays.

4 Write a question with each of these words. Use *do* or *does*.

- 1 Where ...
- 2 When ...
- 3 What ...
- 4 Why ...
- 5 How often ...
- 6 What time ...

Verb + -ing

5 Copy and complete the table with the sentences.

I prefer reading comics.

- 1 My friend hates spending money.
- 2 He likes reading novels.
- 3 We don't mind studying.
- 4 They love listening to music.
- 5 I don't like going shopping.

😊	😐	😞
<i>I prefer reading comics.</i>		

→ Workbook page 82

6 Correct the sentences.

- 1 We love watch TV. °
- 2 John doesn't minding studying. °
- 3 Kate doesn't like listens to rock music. °
- 4 My parents hates buying things on the internet. °

7 Write eight sentences using the words. Use the *-ing* form of the verbs in brackets. You can use the words more than once.

She doesn't mind studying.

I	like	she
(study)	prefers	doesn't
don't	(read)	mind
likes	They	(go shopping)

How to: talk about likes and dislikes

8 Study the key phrases. Then ask and answer questions about the activities.

KEY PHRASES

Do you like (reading)?
Yes, I love it.
It's OK. / It's not bad.
Yes, but I prefer (listening to music).
No, I hate it.

- 1 listening to hip hop
- 2 wearing designer clothes
- 3 watching sports
- 4 reading novels
- 5 playing handball
- 6 studying maths

Fast finisher

Make lists of your five favourite and least favourite activities. Use *-ing* forms.

Favourite: Playing volleyball
Least favourite: Doing the washing-up

How to: ask for and give opinions

- 1  1.11 Read and listen to the dialogue. What do Shaun and Leah think of the clothes?

Shaun Hey, Leah, look at this.
 Leah What?
 Shaun This basketball T-shirt. What do you think of it?
 Leah Not much, why?
 Shaun Don't you like it? I think it's really nice.
 Leah Well, it's OK, I suppose. But what about this hat? It's very fashionable.
 Shaun No, I don't think much of that. I can't stand that colour.
 Leah Oh, well, we can't all have good taste!



- 2  1.12 Listen to the key phrases. Then practise the dialogue.

KEY PHRASES

What do you think of it?
 Not much.
 Don't you like it?
 It's OK, I suppose.
 I don't think much of that.
 I can't stand that (colour).

- 3 Invent mini dialogues using the words.

bag / nice

Do you like this bag?

Yes, I do. It's really nice. / No, not much. It isn't very nice.

1 jewellery / interesting

2 jumper / stylish

3 watch / colourful

4 mobile phone / cool



1



2



3



4

- 4 Look again at the dialogue in exercise 1. Imagine that you're in a shop with friends and you see one of the objects in exercise 3. Change the blue words and practise your new dialogue with a partner.

Speaking

How to: ask for and give opinions

Aims

- Listen to a conversation about opinions.
- Learn key phrases for asking and giving opinions.
- Practise asking and giving opinions.

Warm-up

- Ask students if they like shopping.
- Ask if they usually go shopping alone or with friends.
- Ask which they prefer, and why, and elicit that you can ask for a friend's opinion about things you want to buy.

Exercise 1 1.11

- Play the CD. Students read and listen.
- Ask students what Shaun and Leah think of the clothes.

ANSWERS

Shaun likes the basketball T-shirt but Leah doesn't like it.
Leah likes the hat but Shaun doesn't like it.

Exercise 2 1.12

- Read through the key phrases with the class.
- Ask students to find the key phrases in the dialogue and translate them into their own language.
- Play the CD. Students listen and repeat the phrases.

Exercise 3

- Read the task and the example with the class.
- Students work in pairs to invent and practise their mini dialogues.

ANSWERS

Students' own answers.

Exercise 4

- Ask students to work in pairs and rewrite the dialogue, replacing the blue expressions.
- Students practise the dialogue with a partner.
- Students swap roles and practise again.
- Ask some students to perform their dialogues for the class.

+ Optional activity: Speaking

Ask students to work in pairs and write their own dialogue, imagining they are shopping together and looking at two or three things.

Tell students to decide what things they look at, and plan their dialogues.

Monitor and help students while they are preparing their dialogues.

When students are ready, they can practise their dialogues in pairs. Tell them that they should try to practise their dialogues without reading from their scripts, if possible.

Ask some pairs to perform their dialogues for the class.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help develop students' creative abilities. It will also help them to work appropriately in pairs.

Writing

How to: write an internet profile

Aims

- Study a model internet profile.
- Learn about capital letters and punctuation.
- Write an internet profile.

Warm-up

- Ask students if they use the internet, and ask what they use it for.
- Ask if they use the internet to talk to friends and meet new friends.
- Write *internet profile* on the board and elicit or explain that it is a description of yourself that you put on the internet in order to meet new friends.
- Ask students who has an internet profile, and what information is in it.

Exercise 1

- Students read the model text and answer the questions.
- Check answers with the class.

ANSWERS

- 1 adjective + noun
- 2 The blue words are names, cities, countries and nationalities.

Exercise 2

- Read through the key phrases with the class.
- Ask students to find the key phrases in the model text and translate them into their own language.

Exercise 3 Language point: capital letters and punctuation

- Read the task with the class, and make sure that students understand the terms *contractions*, *lists* and *names*.
- Students work individually to complete the rules.
- Check answers with the class.

ANSWERS

- 1 lists
- 2 names
- 3 contractions

Exercise 4 Writing guide

- Read the task with the class.
- Students think about and plan their internet profiles individually.
- Refer students back to the adjectives on page 9 if they need ideas for adjectives to describe themselves.
- Students write their internet profiles. This can be set for homework.
- Tell students to check their work, and check they have used capital letters, punctuation and word order correctly.

+ Optional activity: Writing

To practise capital letters and punctuation, dictate this short internet profile to the class with books closed.

Hi, I'm Sam and I'm from London. I'm friendly, practical and organized. I've got brown hair and blue eyes.

I'm into football, especially Real Madrid and Manchester United. I learn Spanish and French at school.

I spend my money on clothes, magazines and top-ups for my mobile. I don't watch much TV, but I listen to music a lot.

I want to meet people from other countries, especially Spain.

Ask students to compare their answers with a partner and correct any mistakes.

Competence in linguistic communication

This activity will help your students to reflect on the way language works and its rules.

Further practice

⇒ Workbook page 13

End-of-unit activities

Progress review

⇒ Workbook pages 14–15

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as the phrases taught in 'How to' sections. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation.

★ For students who need extra help:

⇒ Teacher's Resource Book ★ vocabulary and grammar

⇒ Grammar reference, Workbook page 82

★★ For students who need more practice:

⇒ Teacher's Resource Book ★★ vocabulary and grammar

⇒ Grammar reference, Workbook page 82

⇒ Vocabulary puzzles, Workbook page 103

★★★ For students who need extra challenge:

⇒ Teacher's Resource Book ★★★ vocabulary and grammar

⇒ Curriculum extra, Student's Book page 100

⇒ Project, Student's Book page 110

⇒ Culture, Student's Book page 113

Tests

⇒ Unit 1 Tests

Writing

How to: write an internet profile

- 1 Read the model text and answer the questions.
 - 1 What's the correct word order: noun + adjective or adjective + noun?
 - 2 Why have the **blue** words got capital letters?

FriendGroup profile



- Jen_111
- 14 years old
- United Kingdom



Message



Add to friends

About me:

Hi, I'm **Jen** and I'm from **Manchester** in **England**. I'm independent, but quite shy and sentimental. I've got blue eyes and blonde hair.

Likes and dislikes:

I'm really into music, especially Evanescence, My Chemical Romance and Panic at the Disco. I'm also a big fan of manga. I love **Japan** and **Japanese** things. What do you like?

My time and money:

I spend a lot of time on the internet and talking with my friends. I spend my money on magazines and top-ups for my mobile.

Requests:

I really want to meet boys and girls from 13–16 years old. NO PPL OVER 16 PLS. I don't mind your nationality, but I want to practise my **Spanish** and I'm interested in learning **Japanese**.

GLOSSARY:

top-ups = extra time that you buy for your mobile phone
ppl = people
pls = please

2 Study the key phrases.

KEY PHRASES

I'm really into ...
I'm a big fan of ...
I spend a lot of time ...
I really want to meet ...
I'm interested in learning ...

Language point: capital letters and punctuation

3 Complete the rules with *contractions*, *lists* and *names*.

Commas:

Use commas in (1) ... : Evanescence, My Chemical Romance and Panic at the Disco.

Capital letters:

Use capital letters at the beginning of a sentence and for (2) ... , nationalities and countries: Jen and Japanese.

Apostrophes:

Use apostrophes for (3) ... : I'm (= I am), I've (= I have), and don't (= do not).

4 Follow the steps in the writing guide.

Writing guide

A Task

Write your internet profile.

B Think and plan

- 1 Think of two adjectives to describe you.
- 2 What things do you like and dislike?
- 3 How do you spend your time and your money?
- 4 Do you want to meet boys, girls or both? What age?
- 5 What nationalities are you interested in meeting?
- 6 What languages or other things do you want to learn?

C Write

Copy the headings from Jen's profile. Then write your profile. Use the key phrases.

D Check

• capital letters • punctuation • word order



Consolidation unit 1

Vocabulary

1 Look at the photos and complete the expressions.



1 wear ...



2 an ID ...



3 give ...



4 an mp3 ...



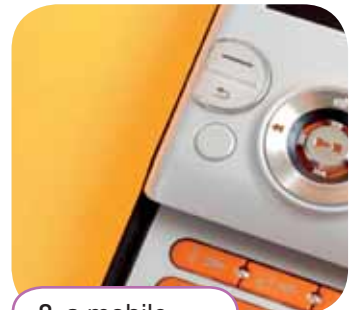
5 read a ...



6 a bus ...



7 spend ...



8 a mobile ...

Grammar

2 Choose the correct words A, B or C.

- 1 Joe ... computer games.
- 2 They ... Italian.
- 3 What music ... like?
- 4 He hates shopping. He ... buys new clothes.
- 5 I've ... £20 in my purse.
- 6 Lucy ... collecting things.
- 7 They hate ... comics.
- 8 'Does he like rock music?' 'Yes, ...'
- 9 ... a maths exam?
- 10 ... much money on jewellery?

A

- 1 often plays
- 2 don't study
- 3 do she
- 4 always
- 5 got usually
- 6 doesn't like
- 7 read
- 8 does he
- 9 Are there
- 10 Spend you

B

- 1 often play
- 2 study not
- 3 she does
- 4 never
- 5 usually got
- 6 don't like
- 7 reading
- 8 he does
- 9 There is
- 10 You spend

C

- 1 plays often
- 2 no study
- 3 does she
- 4 often
- 5 usually have
- 6 no likes
- 7 to read
- 8 he doesn't
- 9 Is there
- 10 Do you spend

Error correction

3 Correct the sentences and questions.

- 1 We hardly go ever to the cinema. °
- 2 He studys English. °
- 3 How often you use a laptop? °
- 4 They no wear jewellery. °
- 5 I hate watch TV. °
- 6 She always go to school. °

Translation

4 Translate the sentences and questions.

- 1 I sometimes wear make-up.
- 2 They love reading.
- 3 Does Lisa collect sunglasses?
- 4 He doesn't need any money.
- 5 I hardly ever use an umbrella.
- 6 Where do you go shopping?

Consolidation unit 1

Vocabulary

Exercise 1

- Students write the correct word for each photo. Give them the first letter if necessary.
- Check answers with the class. Accept all reasonable answers.

ANSWERS

- | | |
|--------------|------------|
| 1 sunglasses | 5 magazine |
| 2 card | 6 pass |
| 3 presents | 7 money |
| 4 player | 8 phone |

Grammar

Exercise 2

- Read the task with the class and make sure students understand what they have to do.
- Students choose the correct words.
- Check answers with the class.

ANSWERS

- 1 A 2 A 3 C 4 B 5 B 6 A 7 B 8 B 9 C 10 C

Error correction

Exercise 3

- Read the task with the class and point out that the errors can be in spelling, word order or grammar.
- Students write the correct sentences.
- Check answers with the class.

ANSWERS

- 1 We hardly ever go to the cinema.
- 2 He studies English.
- 3 How often do you use a laptop?
- 4 They don't wear jewellery.
- 5 I hate watching TV.
- 6 She always goes to school.

Translation

Exercise 4

- Students translate the sentences and questions into their own language.
- Check answers with the class.

ANSWERS

Answers in students' own language.

+ Optional activity: Consolidation

Refer students back to the picture of Phra Pachak on page 10, and the pictures of Joshua, Chloe and Rachel's collections on page 12.

For homework, ask students to look online and find information either about someone who has an unusual collection, or someone who lives in a different culture and has some interesting possessions. Tell them to find some facts about the person and their collection / possessions, and write a short profile of the person. Tell them to find a picture of the person and their collection / possessions if possible.

Remind students that they should use the present simple to talk about the person's everyday life, and verbs + *-ing* to talk about the person's likes and dislikes.

In the next lesson, students can show their pictures and read their profiles to the class as a mini presentation.

Competence in processing information and use of ICT, and linguistic communication

This activity will help your students to understand the nature, role and opportunities of ICT in everyday contexts, including searching for, collecting and processing information. It will also help them to understand and apply language rules.

Cumulative review starter – unit 1

Vocabulary

Exercise 5

- Students find the words that don't match.
- Check answers with the class.

ANSWERS

- | | |
|------------|------------|
| 1 key | 5 parent |
| 2 homework | 6 exercise |
| 3 teacher | 7 twin |
| 4 wife | 8 use |

Grammar

Exercise 6

- Students read the dialogue and choose the correct words.
- Check answers with the class.

ANSWERS

- | | |
|---------|-----------|
| 1 've | 5 do you |
| 2 isn't | 6 's |
| 3 Is | 7 Julie's |
| 4 isn't | 8 does |

Communication

Exercise 7

- Students complete the dialogues with the missing words.
- Check answers with the class.

ANSWERS

- | | |
|----------|--------|
| 1 Not | 5 Have |
| 2 Who | 6 When |
| 3 can't | 7 hate |
| 4 prefer | |

Exercise 8

- Students write responses for the situations.
- Check answers with the class.

ANSWERS

Students' own answers.

Exercise 9

- Tell students to take it in turns to read one of the expressions or questions in exercises 7 and 8.
- Their partner should respond in an appropriate way. Tell students to try and respond without looking at the book.
- Encourage them to help their partner if he or she cannot think of an appropriate response.
- Students work in pairs to practise the situations.

+ Optional activity: Consolidation

Play a game to consolidate students' understanding of the vocabulary and grammar in the starter unit and unit 1.

Write these gapped sentences on the board.

I've got a _____ in my bag.

I spend my money on _____.

I like _____. (-ing)

I hate _____. (-ing)

I'm into _____.

Ask students to copy the gapped sentences, then look back through the starter unit and unit 1 and complete the sentences so that they are true for them, not allowing other students to see what they are writing.

Ask one student to come to the front of the class. Tell them to choose one of their gapped sentences and read it out, with the gap, e.g. *I spend my money on ...*.

The class must guess the gap by asking questions, for example:

Do you spend your money on clothes?

No, I don't.

Do you spend your money on books?

Yes, I do.

The student who guesses the correct answers gets a point and is the next to come out and be questioned. Allow a maximum of twenty questions for students to guess, then if the class has not guessed the correct answer, ask the student to reveal their answer, and award them a bonus point. You can either give this student another turn, or let them choose the next student to come out and be questioned.

Competence in linguistic communication • Autonomy and personal initiative

This activity will help your students to understand and apply language rules. It will also help them to develop initiative and take decisions when planning and carrying out tasks.

Cumulative review starter–unit 1

Vocabulary

5 Find the word that doesn't match.

- 1 maths key geography science
- 2 read meet watch homework
- 3 teacher mother uncle son
- 4 room laboratory class wife
- 5 money parent purse wallet
- 6 sister brother exercise cousin
- 7 wear collect twin save
- 8 use bag umbrella ticket

Grammar

6 Choose the correct words.

Mrs Brown I (1) **'ve** / **'s** got your English exercises here, but there (2) **isn't** / **aren't** a name on some of them. (3) **Is** / **Are** Ben here today?

Gemma No, but that (4) **'s** / **isn't** his homework.

Mrs Brown How (5) **do you** / **you do** know?

Gemma Ben (6) **'ve** / **'s** got neat writing and that isn't good.

Mrs Brown Well, it definitely isn't (7) **Julie** / **Julie's**. She never (8) **does** / **do** her homework!

Communication

7 Complete the mini dialogues.

1 What do you think of this?
... much.

2 ...'s your English teacher?
Mrs Brown.

3 Don't you like hip hop?
No, I ... stand it.

4 Do you like watching DVDs?
Yes, but I ... listening to music.

5 ... we got a maths exam today?
Yes, we have.

6 ...'s your next music class?
On Tuesday.

7 Do you like football?
No, I ... it.

8 Write a response for each situation.

1 Have you got a favourite uncle or aunt?

2 What do you think of pop music?

3 Do you like studying English?

9 Work with a partner. Practise the situations from exercises 7 and 8.



unit 2 Home

Start thinking

- 1 What's a stately home?
- 2 What's the wife of a duke called?
- 3 What are the most famous museums in your country?

Aims

Vocabulary

- At home
- Routines

Grammar

- Present continuous: affirmative and negative
- Present continuous: questions
- Present simple and present continuous

Communication

- Describe where things are
- Make compromises
- Describe your ideal home

English plus Options +



Extra listening and speaking

Finding things

→ Page 94



Curriculum extra

Language and literature:
Poetry

→ Page 101



Culture

Homes in Britain

→ Page 114

Vocabulary

At home

- 1 Check the meaning of the words in the box. Which things are not in the photo on page 19?

table chair sofa washing machine lamp desk
picture chest of drawers bookcase mirror bed
microwave bath shower wardrobe cupboard

- 2 Match words 1–8 with the rooms in the box.

kitchen dining room living room bedroom bathroom

cupboard *kitchen*

- | | |
|--------------------|--------------------|
| 1 chest of drawers | 5 bed |
| 2 shower | 6 washing machine |
| 3 microwave | 7 wardrobe |
| 4 sofa | 8 table and chairs |

Pronunciation: /ə/ → Workbook page 100

- 3 Look at the photo on page 19 and complete the sentences with the prepositions.

next to in front of ~~near~~ under on

There are chairs *near* the sofa.

- 1 There's a microwave ... the washing machine.
- 2 There's a chest of drawers ... the bed.
- 3 There's a table ... the sofa.
- 4 There's a mirror ... the TV.

How to: describe where things are

- 4 Study the key phrases. Then play the memory game on page 19.

KEY PHRASES

Where's the ... ?
It's there on / next to the table.
Is there a ... anywhere?
Yes, there's one ...

Is there a washing machine anywhere?

Yes, there's one near the bed.

unit 2

Home

Unit summary

Vocabulary

Core vocabulary:

At home: *bath, bathroom, bed, bedroom, bookcase, chair, chest of drawers, cupboard, desk, dining room, kitchen, lamp, living room, microwave, mirror, picture, shower, sofa, table, wardrobe, washing machine*

Routines: *clean the floor, do your homework, do the washing-up, go to bed, go to school, go to work, have a bath, have breakfast / lunch / dinner, have a shower, make your bed, make breakfast / lunch / dinner, tidy your room*

Grammar

Present continuous: affirmative and negative

Present continuous: questions

Present simple and present continuous

Communication

Describe where things are

Make compromises

Describe your ideal home

English plus Options

Extra listening and speaking: Finding things (p.94)

Curriculum extra: Language and literature: Poetry (p.101)

Culture: Homes in Britain (p.114)

Key competences

Learning to learn: Finding spelling rules (p.21)

Artistic and cultural competence: Stately home (p.20)

Competence in social skills and citizenship: How organized are you? (p.22)

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

- 1 A stately home is a large impressive house of historical interest.
- 2 A duchess.
- 3 Students' own answers.

Vocabulary

At home

Aims

- Learn vocabulary for furniture and rooms.
- Play a memory game about furniture.
- Learn key phrases for describing where things are.
- Practise describing where things are.

Warm-up

- With books closed, write the words *Furniture* and *Rooms* on the board and check that students understand them.
- Ask students to work in pairs and write down as many English words as they can under the two headings.
- Elicit some words from the class and write them on the board under the correct heading.

Exercise 1

- Students can check the meanings in their dictionaries or in the wordlist on pages 112–125 of the Workbook.
- Students can work in pairs to decide which things are not in the photo.
- Check answers with the class, and model and drill pronunciation of the words where necessary.

ANSWERS

a cupboard, a desk, a bath, a shower, a wardrobe

Exercise 2

- Read through the words for rooms and check that students understand them.
- Students can work individually or in pairs to match the words with the rooms. Point out that some objects can go with more than one room.
- Check answers, and model and drill the pronunciation of the rooms if necessary.

ANSWERS

kitchen: cupboard, microwave, washing machine, table and chairs
dining room: table and chairs
living room: sofa
bedroom: chest of drawers, bed, wardrobe
bathroom: shower

Pronunciation: /ə/

⇒ Workbook page 100

Teaching notes page T126

Exercises 3–4

- See page T19.

Exercise 3

- Students complete the sentences with the prepositions.
- Check answers, and check that students understand the prepositions by asking some more questions about objects in the picture, for example: *What is on the table? What is next to the sofa?*

ANSWERS

- | | |
|-----------|---------------|
| 1 on | 3 in front of |
| 2 next to | 4 under |

How to: describe where things are

Exercise 4

- Read the key phrases with the class.
- Demonstrate the key phrases by asking a confident student one or two questions and eliciting the answers.
- Read the instructions for the memory game with the class.
- Students write their questions individually, then ask and answer them with a partner.

ANSWERS

Students' own answers.

Fast finisher

- Refer fast finishers to the Fast finisher activity.
- Students can write their sentences, then compare with another fast finisher.
- Alternatively, other students can ask them questions using the key phrases, to guess what is in their house, e.g. *Is there a sofa in the living room?*

+ Optional activity: Vocabulary

Play a game to practise the vocabulary.

Ask students to choose three of the words from exercise 1 and write clues for them. Do a few examples with the class first, e.g. *You put books on this* (bookcase), *You can look at yourself in this* (mirror).

When students have written their clues, ask them to close their books.

Ask them to move around the classroom reading their clues to other students and trying to guess the words from other students' clues. Tell them they should award themselves one point each time they guess a word correctly.

The winner is the student with the most points.

Autonomy and personal initiative • Competence in social skills and citizenship

This activity will help your students to develop initiative and take decisions when planning and carrying out tasks. It will also help them to work appropriately in groups.

+ Optional activity: Vocabulary

To practise or revise the vocabulary set in a fun way, ask students to work individually and draw a room plan, including five objects from exercise 1. Tell them not to show their partner their plan.

In pairs, students take it in turns to ask yes / no questions to identify their partner's room, then find out what objects are in the room and where they are, e.g. *Is it a kitchen? Is there a microwave anywhere? Is the microwave on the table?*

Ask some students to report back on their partner's room.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help your students to develop their own creative abilities. It will also help them to work appropriately in pairs.

Further practice

⇌ Workbook page 16

Our home: A British family and their possessions

Memory game: Look at the photo. Write five questions about where things are. Close your book. Then answer your partner's questions. How much can you remember about the photo?



What is there in your house? Write sentences about one of the rooms.
There's a sofa in the living room. There are two pictures behind the sofa.

1  1.18 Check the meaning of the words in the box and complete the text. Then listen and check.

toilets books light bulbs people rooms

Stately home



My name's Bill and I work at Chatsworth House, a stately home in the north of England. It's bigger than most houses in Britain. It's got 175 (1) ..., including 21 kitchens and 53 (2) ... ! It's the home of the duke and duchess, but they don't use all the rooms. Part of the house is a museum, and more than 200,000 (3) ... visit every year.

The duchess is in the library at the moment. She's writing invitations to a charity banquet. There are 17,000 (4) ... in the library, but there are more than 30,000 in the family's collection. They also collect art and paintings, and the duke is buying a new painting in London today.

There are some American tourists at the house this morning. They're walking through the dining room at the moment. The table is ready for a banquet, but people aren't having dinner. I'm also in the dining room, and I'm looking at the lights. I change one or two light bulbs every week. That's because there are 2,084 (5) ... in Chatsworth House!

2 Read the text again and write *true* or *false*.

- 1 A lot of people visit the duke and duchess's home.
- 2 The duchess is reading a book in the library.
- 3 The duke collects paintings.
- 4 People are visiting the house today.
- 5 The tourists are eating in the dining room.
- 6 Bill isn't working today.

3 **ABOUT YOU** Answer the questions.

- 1 Is Chatsworth House an interesting place?
- 2 Are there any houses like it in your area?
- 3 What places do you like to visit?

Build your vocabulary

stately home museum library
banquet paintings

Reading

Aims

- Read about a stately home.
- Read for general meaning and specific information.
- Talk about houses.

Warm-up

- Ask individual students: *Where do you live? Describe your house. Is your house big?*
- Elicit some answers from the class, then ask: *Do you know any very big houses? Who lives in them?*

Background

There are about 500 stately homes in Britain, built between the 16th century and the early part of the 20th century. They were built by wealthy families, who competed with each other to have the biggest and most splendid homes. The families used famous architects to design the buildings, and landscape gardeners to design the extensive grounds. Beautiful furniture and paintings were collected from all over the world and displayed in the rooms. Many stately homes are now open to the public, and are maintained primarily as museums. Where families still live in them, they tend to live in one small part of the house only.

Exercise 1 1.18

- Students check the meaning of the words in the list, either in their dictionaries or in the wordlist on pages 112–125 of the Workbook.
- Ask students to read the text quickly and complete it with the words.
- Play the CD and ask students to listen and check their answers.

ANSWERS

- | | | |
|-----------|----------|---------------|
| 1 rooms | 3 people | 5 light bulbs |
| 2 toilets | 4 books | |

Build your vocabulary

- Ask students to find the words in the text and work out the meanings.
- Check understanding of the words, for example by asking students to translate them into their own language.

⇒ Workbook page 20

Exercise 2

- Ask students to read the text again and answer the true / false questions.
- Check answers with the class.

ANSWERS

- 1 True.
- 2 False (she's writing invitations).
- 3 True.
- 4 True.
- 5 False (the tourists are walking through the dining room).
- 6 False (Bill is working today).

Exercise 3

- Read through the questions with the class and make sure that students understand everything.
- Ask students to prepare their answers to the questions individually.
- Students can ask and answer the questions in pairs.
- Ask some students to report back on their partner's answers.

ANSWERS

Students' own answers.

+ Optional activity: Reading

Dictate these questions to the class, or write them on the board. Ask students to read the texts again and answer the questions in their own words.

- 1 Where is Chatsworth House?
- 2 Do the duke and duchess use all the house as their home?
- 3 What is there in the library?
- 4 What job does Bill do every week?

ANSWERS

- 1 It's in the north of England.
- 2 No, they don't use all the rooms.
- 3 There are 17,000 books.
- 4 He changes one or two light bulbs every week.

Competence in linguistic communication

This activity will help your students to understand different types of text in detail.

+ Optional activity: Language

With books closed, dictate these sentences to the class.

Ask students to write them down, paying particular attention to capital letters and apostrophes.

- 1 My name's Bill.
- 2 I work at Chatsworth House.
- 3 It's bigger than most houses in Britain.
- 4 They don't use all the rooms.
- 5 There are some American tourists.

Ask students to compare their answers in pairs, then check answers with the class by asking individual students to come out and write a sentence on the board.

Remind students that we use capital letters for names, countries and nationalities, and we use apostrophes for contractions.

Competence in linguistic communication, social skills and citizenship

This activity will help students to understand and apply language rules. It will also help them to work appropriately in pairs.

Further practice

⇒ Workbook page 20

Grammar

Present continuous: affirmative and negative

Aims

- Learn the affirmative and negative forms of the present continuous.
- Use the present continuous to describe things that are happening now.

Warm-up

- Refer students back to the text on page 20 and ask: *What is the duchess doing now? What is the duke doing? What are the American tourists doing?*
- Elicit the answers and write them on the board. Underline the verb forms.
- Elicit or explain that these sentences use the present continuous, because the actions are happening now.

Exercise 1

- Read through the tables with the class.
- Students choose the correct words in the rules.
- Check answers with the class.

ANSWERS

1 now

2 be

LANGUAGE NOTE In the present continuous affirmative, we add *-ing* to the main verb: *He's eating*. NOT *He's eat* or *He's eats*.

We need to have the correct form of *be* before the *-ing* form of the verb: *I'm eating*. NOT *I eating*.

In the negative form, we use *'m not, isn't, aren't + -ing*: *He isn't eating*. NOT *He doesn't eating*.

Study strategy: finding spelling rules

Exercise 2

- Ask students to work in pairs to write the *-ing* forms.
- Check answers with the class and elicit the rule.
- Focus on the verbs *have, write* and *use*. Point out that for verbs ending in *-e*, we delete the *-e* and add *-ing*: *writing* NOT *writeing*.

ANSWERS

sitting

having

looking

writing

carrying

travelling

using

running

We repeat the final consonant when it is preceded by one vowel.

Exercise 3

- Students complete the sentences with the correct present continuous form of the verbs.
- Ask students to compare their answers in pairs before you check answers with the class.

ANSWERS

1 are eating

2 isn't watching

3 is talking

4 is singing

5 aren't walking

6 are travelling

Exercise 4

- Focus on the picture and the example. Elicit that we use the present continuous because these things are happening now (in the picture).
- Students complete the sentences with the correct form of the verbs. Remind students to think about the spelling of the *-ing* forms as well as the correct form of the verb *be*.
- Check answers with the class.

ANSWERS

1 are wearing

2 is eating

3 isn't looking

4 is giving

5 is sitting

6 is describing

7 aren't listening

8 are chatting

Exercise 5

- Read the example sentences with the class and elicit one or two more examples from the class.
- Students write their sentences individually.
- Ask students to read their sentences to each other in pairs and help each other correct any mistakes.
- Ask some students to read their sentences to the class and ask the class to say whether they are correct or not.

ANSWERS

Students' own answers.

Further practice

⇒ Workbook page 17

⇒ Grammar reference, Workbook page 84

Grammar

Present continuous: affirmative and negative

- 1 Study the tables. Then choose the correct words in the rules.

Affirmative		
I	'm	eating.
He / She / It	's	
We / You / They	're	

Negative		
I	'm not	eating.
He / She / It	isn't	
We / You / They	aren't	

RULES

We use the present continuous to talk about things happening (1) **now / in the past**.

We form the present continuous with the subject + (2) **be / do** + the **-ing** form of the verb.

→ Workbook page 84

Study strategy: finding spelling rules

- 2 Write the **-ing** form of these verbs. When do we repeat the final consonant?

sit have look write carry travel
use run

- 3 Complete the sentences with the correct present continuous form of the verb in brackets.

John *is listening to* music in the living room.
(listen to)

- They ... in the dining room. (eat)
- Josh ... TV in his bedroom. (not watch)
- John's dad ... on the phone in the kitchen. (talk)
- Laura ... in the bathroom. (sing)
- My parents ... to work. (not walk)
- We ... to our grandparents' house. (travel)

- 4 Look at the picture and complete the sentences using the verbs in the present continuous.

sit have eat not look wear not listen
give chat describe

The duke and duchess *are having* a banquet tonight.

- All the people ... expensive clothes.
- The duchess ... her soup.
- There's something extra in the bowl, but she ... at it.
- Someone ... some food to the dog.
- The dog ... behind the chairs.
- The duke ... his art collection to some of the guests.
- The guests ... to the duke.
- The guests ... about horses!



- 5 Look at people in your class. Write affirmative and negative sentences about them using the present continuous.

Marta's doing the exercise. She isn't looking in her bag.

Vocabulary and listening

Routines

- 1  1.19 Check the meaning of the words in the box and complete the table. You can use some words more than once. Then listen and check.

your room	your bed	to work	a shower
the washing-up	to school	the floor	a bath
to bed	your homework	breakfast / lunch / dinner	

make ...	do ...	have ...	go ...	tidy ...	clean ...
				your room	

- 2 Do the questionnaire with a partner and compare your scores.

- 3  1.20 Listen to Jack and Megan talking about the questionnaire. What's Megan's score?

- 4  1.20 Listen again and answer the questions.

- What's Jack reading in his bedroom?
- Why does Megan want to do the questionnaire?
- What's the floor like in the bedroom?
- How often does Jack make his breakfast?
- What is Jack's mum doing?
- Is Jack tidying his bedroom?

How organized are you?

*Are you a good person to live with?
Is your bedroom the perfect place to be?
Answer the questions.*

1 How often do you make your bed?

- I always make it in the morning.
- I usually make it, but not always in the morning.
- I never make it.

2 How often do you tidy your room?

- I always tidy it at the weekend.
- I don't often tidy it.
- I never tidy it. Someone usually tidies it for me.

3 Are there many things on the floor in your bedroom?

- No, there aren't and I often clean the floor.
- There are a few things, but it's OK.
- Yes, there are. You can't see the floor in my bedroom!

4 Where do you do your homework?

- I always do it on the desk in my bedroom.
- I sometimes do it on my bed.
- I always do it on the floor in front of the TV.

5 Do you help with meals at home?

- I sometimes make a meal and do the washing-up.
- I don't make meals, but I sometimes help with the washing-up.
- I never make a meal or do the washing-up.

6 What do you do before you go to school?

- I get up early, have breakfast and go to school early.
- I usually have breakfast. I'm not usually late for school.
- I usually get up late and I don't have breakfast.

Key

Mostly a

You're very organized. You're a good person to live with because you like helping.

Mostly b

You aren't very organized and your bedroom isn't perfect, but you sometimes help at home.

Mostly c

You're totally disorganized and you hate routines. Why don't you tidy your room today?



Vocabulary and listening

Routines

Aims

- Learn expressions for daily routines.
- Do a questionnaire on personal organization.
- Listen to a conversation about the questionnaire.
- Listen for general meaning and specific details.

Warm-up

- Write the word *routine* on the board.
- Elicit or explain the meaning, and ask students what things they do every morning, every evening, every weekend, etc.

Exercise 1 1.19

- Read through the table with the class and make sure students understand the verbs.
- Students check the meaning of the words in the box, then use them to complete the table.
- Play the CD for students to check their answers.
- Model and drill the pronunciation of any words that are new to students.

ANSWERS

make: your bed, breakfast / lunch / dinner

do: the washing up, your homework

have: a shower, a bath, breakfast / lunch / dinner

go: to work, to school, to bed

tidy: your room

clean: the floor, your room

Exercise 2

- Read the title of the questionnaire and the questions under the title with the class.
- Ask some individual students if they think they are very organized or not very organized.
- Students can complete the questionnaire in pairs and compare their scores.
- Ask students what they learned about their partner. Ask if they agree with their own scores.

ANSWERS

Students' own answers.

Exercise 3 1.20 **Tapescript page T120**

- Allow students time to read the question.
- Play the CD and ask students the answer to the question.

ANSWER

Mostly b

Exercise 4 1.20 **Tapescript page T120**

- Allow students time to read the questions.
- Play the CD again and ask students to answer the questions individually, then compare their answers in pairs.
- Check answers with the class.

ANSWERS

- 1 He's reading a magazine.
- 2 Because she loves doing questionnaires.
- 3 There are a lot of things on the floor.
- 4 He makes breakfast every day.
- 5 She's doing the washing-up.
- 6 No, he isn't.

+ Optional activity: Vocabulary

To practise the new vocabulary, ask students to write a short paragraph about their own routines, using the expressions in exercise 1. Tell them most of the things they write should be true, but they should include one thing that is not true.

Ask some students to read their paragraphs to the class, and ask the class to guess which part is not true.

This is a good opportunity to revise the form of the present simple, so make sure that students use the present simple correctly, and correct any mistakes that students make.

Learning to learn • Artistic and cultural competence

This activity will help your students to internalize and reflect on the way languages are organized. It will also help them develop their own creative abilities.

+ Optional activity: Listening

Dictate these sentences to the class.

Play the recording again and ask students to decide if they are true or false.

- 1 Megan always makes her bed.
- 2 She sometimes tidies her room.
- 3 There is nothing on the floor in Megan's room.
- 4 Megan sometimes does her homework in front of the TV.
- 5 Megan is never late for school.

Check answers.

ANSWERS

- 1 False (my mum always makes my bed).
- 2 True.
- 3 False (there are some things on my floor).
- 4 False (I never do it in front of the TV).
- 5 True.

Competence in linguistic communication

This activity will help your students to understand different types of oral text.

Further practice

⇒ **Workbook pages 18 and 104**

Grammar

Present continuous: questions

Aims

- Learn the question forms of the present continuous.
- Write questions using the present continuous.
- Listen for detail by doing a dictation.

Warm-up

- Ask students to think back to the listening on page 22. Ask if they can remember the first question that Megan asked Jack (*What are you reading?*). Elicit that this is the question form of the present continuous.
- Refer students back to exercise 4 on page 22. Ask students to find examples of questions in the present continuous.

Exercise 1

- Read through the table with the class.
- Students write the sentences.

ANSWERS

- 1 Where is he walking?
- 2 What are they watching on TV?
- 3 Why is Ella going to bed now?
- 4 What is Mark doing tonight?
- 5 Is she making her bed?
- 6 Where are those people sitting?

LANGUAGE NOTE In present continuous questions, we use *am, is, are* before the subject, rather than *do / does*: *Are you watching TV?* NOT *Do you watching TV?*

Students must remember to use the *-ing* form of the verb for all persons: *Is he going to bed?* NOT *Is he go to bed?* or *Is he goes to bed?*

Exercise 2 Dictation 1.21

- Tell students they are going to listen to five questions.
- Play the CD and tell students just to listen.
- Play the CD again and tell students to write the questions.

ANSWERS

- 1 Are you sleeping at the moment?
- 2 What are you doing now?
- 3 Are your parents working here today?
- 4 Where are you sitting?
- 5 Is your teacher having breakfast?

Exercise 3

- Students write the questions and compare answers in pairs.

ANSWERS

- 1 Where is the cat sleeping?
- 2 Are Jane and Katy playing cards?
- 3 What is Luke making?
- 4 Where is Sara sitting?
- 5 Who is Keira talking about?
- 6 Is Thomas cooking dinner?
- 7 Why are your friends dancing?

Present simple and present continuous

Aims

- Learn the rules for using the present simple and present continuous.
- Practise using the present simple and present continuous.

Exercise 4

- Read through the examples with the class and elicit which are in the present simple and which the present continuous.
- Ask students to complete the rules in pairs.

ANSWERS

- | | |
|----------------------|----------------------|
| 1 present simple | 4 present continuous |
| 2 present simple | 5 present continuous |
| 3 present continuous | 6 present simple |

LANGUAGE NOTE We use the present simple, not the present continuous, for things that we do regularly or repeatedly: *I get up at seven o'clock every day.* NOT *I'm getting up at seven o'clock every day.*

With adverbs of frequency, we use the present simple: *She never does her homework.* NOT *She's never doing her homework.*

We use the present continuous, not the present simple, for things that are happening now: *I'm watching TV at the moment.* NOT *I watch TV at the moment.* *What are you doing?* NOT *What do you do?*

Exercise 5

- Students complete the sentences with the correct form of the verbs.
- Remind students to think about the spelling of the verbs.

ANSWERS

- | | |
|-------------------|-----------------|
| 1 aren't studying | 4 are ... doing |
| 2 Does ... play | 5 tidy |
| 3 are working | 6 goes |

Exercise 6

- Read the task and the example with the class.
- Elicit one or two possible questions from the whole class if necessary.
- Students write their questions.
- Make sure that students have formed the questions correctly.
- Students can ask and answer their questions in pairs.

ANSWERS

Students' own answers.

Further practice

⇒ Workbook page 19

⇒ Grammar reference, Workbook page 84

Grammar

Present continuous: questions

- 1 Study the table. Then order the words to make questions.

Question word	be	Subject	Verb + -ing	Other words
What	are	you	watching	at the moment?
—	Is	Jake	doing	his homework?

➡ Workbook page 84

watching / you / are / at the moment / what / ?

What are you watching at the moment?

- 1 is / where / walking / he / ?
- 2 are / watching / what / on TV / they / ?
- 3 Ella / why / is / to bed now / going / ?
- 4 is / Mark / what / tonight / doing / ?
- 5 she / making / is / her bed / ?
- 6 those people / where / are / sitting / ?

- 2  **121 DICTATION** Listen and write five questions. Then write the answers.

- 3 Write questions.

Where / your sister / live / at the moment / ?

Where is your sister living at the moment?

- 1 Where / the cat / sleep / ?
- 2 Jane and Katy / play / cards / ?
- 3 What / Luke / make / ?
- 4 Where / Sara / sit / ?
- 5 Who / Keira / talk about / ?
- 6 Thomas / cook / dinner / ?
- 7 Why / your friends / dance / ?



Present simple and present continuous

- 4 Study the examples. Then complete 1–6 with *present simple* or *present continuous*.

I walk to school every day. (1) ...

She doesn't usually make her bed. (2) ...

He's reading a magazine at the moment. (3) ...

What's Mark doing now? (4) ...

RULES

For actions in progress we use the (5)

For routines or repeated actions we use the (6)

➡ Workbook page 84

- 5 Complete the sentences with the present simple or present continuous form of the verbs.

He *runs* four kilometres every morning. (run)

- 1 Peter and James ... now. (not study)
- 2 ... Maria ... basketball on Wednesdays? (play)
- 3 My parents ... at the moment. (work)
- 4 Hi, Daniel. What ... you ... here? (do)
- 5 They ... their rooms once a week. (tidy)
- 6 Julie usually ... to bed late. (go)

- 6 Write present simple and present continuous questions using the words in the squares. You can use the same words more than once.

How often does she make dinner?

are	make	doing	floor
shower	does	you	is
why	washing-up	who	have
a	do	having	when
dinner	where	he	cleaning
how often	making	she	the

How to: make compromises

- 1  1.22 Listen to the dialogue. What's Leah doing now?

Mum Leah, can you tidy your room, please?

Leah Yes, in a minute. I'm busy at the moment.

Mum Come on, Leah. What are you doing?

Leah I'm watching something on TV. It's really good.

Mum Leah! You need to tidy your room now!

Leah Please, Mum! Is it OK if I do it later?

Mum I suppose so, but don't forget to do it!

Leah OK! OK!

- 2  1.23 Listen to the key phrases. Then practise the dialogue.

KEY PHRASES

Can you tidy your room, please?
I'm busy at the moment.
Is it OK if I do it later?
I suppose so, but don't forget to do it!

- 3  1.24 Listen and repeat the phrases. Stress the **bold** words.

- 1 Can you **tidy** your **room**, please?
- 2 **Yes**, in a **minute**.
- 3 I'm **watching** something on **TV**.
- 4 Is it OK if I do it **later**?
- 5 I **suppose** so.

- 4  1.25 Listen. What are the stressed words?

- 1 This article is really interesting. (2 stresses)
- 2 Sorry, I haven't got time now. (2 stresses)
- 3 I'm helping Dad in the kitchen. (2 stresses)
- 4 Can you do your homework? (1 stress)



- 5 Invent mini dialogues using the phrases.
make your bed / listen to my mp3 player

Can you make
your bed, please?

I'm listening to my mp3
player at the moment.

- 1 do the washing-up / read a magazine
- 2 clean the floor / chat on the internet
- 3 do your homework / write an email
- 4 make your breakfast / talk on my mobile

- 6 Look again at the dialogue in exercise 1. Change the **blue** words and practise your new dialogue with a partner. Use the ideas from exercise 5 to help you.

Speaking

How to: make compromises

Aims

- Listen to a conversation about making compromises.
- Learn key phrases for making compromises.
- Practise making compromises.

Warm-up

- Ask students if their parents sometimes ask them to tidy their bedroom.
- Ask if they do it immediately, or if they want to do it later.
- Ask what usually happens in this situation.
- Elicit or teach the expression *make compromises*.

Exercise 1 1.22

- Play the CD. Students read and listen.
- Ask students what Leah is doing.

ANSWER

She's watching TV.

Exercise 2 1.23

- Play the CD and ask students to read the key phrases.
- Ask students to find the key phrases in the dialogue and translate them into their own language.
- Students practise the dialogue.

Exercise 3 1.24

- Play the CD.
- Students listen and repeat the phrases.
- Encourage students to use the correct stress and intonation.

Exercise 4 1.25

- Allow students time to read through the sentences.
- Play the CD, pausing after each sentence for students to mark the stressed words.
- Play the CD again and ask students to repeat the sentences.

ANSWERS

- 1 This **article** is really **interesting**.
- 2 **Sorry**, I haven't got **time** now.
- 3 I'm helping **Dad** in the **kitchen**.
- 4 Can you do your **homework**?

Exercise 5

- Students work in pairs and invent mini dialogues.
- Ask some students to perform their dialogues for the class.
- Encourage students to use the correct stress and intonation.

ANSWERS

Students' own answers.

Exercise 6

- Students work in pairs and change the blue words.
- Students practise their new dialogues.
- Ask some students to perform their dialogues for the class.
- Encourage students to use the correct stress and intonation and make their dialogues sound realistic.

ANSWERS

Students' own answers.

+ Optional activity: Speaking

Ask students to work individually and write three requests that a parent might make, and three excuses a teenager might make. Tell students to make the excuses as creative or inventive as they can.

Put students into groups of four. Tell them they must take it in turns to read out one of their requests. The other members of the group must offer one of their excuses. The group should decide which is the best excuse for that request. Tell students they can use each of their excuses only once.

When students have read out all their requests and excuses, ask each group to choose one of the requests and write it up into a dialogue, using some of the excuses their group offered. Tell them they can base their dialogue on the dialogue in exercise 1.

Ask two students from each group to perform their group's dialogue for the class. The class could vote for the best one.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help develop students' creative abilities. It will also help them to work appropriately in groups.

Writing

How to: describe your ideal home

Aims

- Study a model description of an ideal home.
- Learn about *and*, *but* and *because*.
- Write a description of an ideal home.

Warm-up

- With books closed, write *My ideal home* on the board.
- Ask students for some ideas about their ideal home. Give them a few ideas to start with if necessary, by saying *My ideal home is very big, and there's a swimming pool in the garden.*

Exercise 1

- Students read the model text and answer the questions.
- Check answers with the class.

ANSWERS

- 1 A paragraph 3, B paragraph 2, C paragraph 1
- 2 Present continuous
- 3 Answers in students' own language.

Exercise 2

- Read through the key phrases with the class.
- Ask students to find the key phrases in the model text and translate them into their own language.

Exercise 3 Language point: *and*, *but*, *because*

- Students work individually to complete the sentences.
- Check answers with the class.

ANSWERS

- | | |
|-----------|-------|
| 1 but | 3 and |
| 2 because | 4 but |

Exercise 4 Writing guide

- Read the task with the class.
- Students think and plan their description individually.
- Students write their descriptions. This can be set for homework.
- Tell students to check their work, and check they have used correct spellings and punctuation, and have used present continuous verbs correctly.

+ Optional activity: Writing

To practise *and*, *but* and *because*, ask students to work individually and write one sentence using each. Tell them they can use ideas from the model text.

When students have finished, ask them to work in pairs and read out their sentences to each other, leaving out *and*, *but* or *because*. Their partner must write down each sentence and complete it with the correct word.

Competence in linguistic communication, social skills and citizenship

This activity will help your students to reflect on the way language works and its rules. It will also help them to work appropriately in pairs.

Further practice

⇒ Workbook page 21

End-of-unit activities

Progress review

⇒ Workbook pages 22–23

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as the phrases taught in 'How to' sections. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation.

★ For students who need extra help:

- ⇒ Teacher's Resource Book ★ vocabulary and grammar
- ⇒ Grammar reference, Workbook page 84

★★ For students who need more practice:

- ⇒ Teacher's Resource Book ★★ vocabulary and grammar
- ⇒ Grammar reference, Workbook page 84
- ⇒ Vocabulary puzzles, Workbook page 104

★★★ For students who need extra challenge:

- ⇒ Teacher's Resource Book ★★★ vocabulary and grammar
- ⇒ Extra listening and speaking, Student's Book page 94
- ⇒ Curriculum extra, Student's Book page 101
- ⇒ Culture, Student's Book page 114

Tests

⇒ Unit 2 Tests

Writing

How to: describe your ideal home

1 Read the model text and answer the questions.

1 Match the topics with the correct paragraph.

- A Favourite room
- B What's happening now
- C Description

2 What tense are the blue verbs? Why?

3 What are 'but' and 'because' in your language?

My ideal home

1 Here we are in my ideal home. It's a modern flat near the centre of town. It's quite small, but it's got everything. It's got two bedrooms, a bathroom, a kitchen and a living room. The living room has got a nice balcony and you can see the cathedral from it.



2 On an ideal afternoon in my ideal home we're all here. My mum and dad are sitting outside. They're reading. My sister is in the kitchen. She's making lunch. I'm in my bedroom. I've got a new computer and I'm buying some games on the internet.

3 My favourite room is the living room. It's got a big sofa and a really modern TV. I like this room because I can relax and watch DVDs in it.

2 Study the key phrases.

KEY PHRASES

Here we are in my ideal home.

It's got ...

My favourite room is ...

Language point: *and, but, because*

3 Complete the sentences with *and, but* or *because*.

- 1 There's a table, ... there isn't a chair.
- 2 We can't see ... there isn't a light bulb.
- 3 There are two pictures ... a mirror in the room.
- 4 It's got a kitchen, ... it hasn't got a dining room.

4 Follow the steps in the writing guide.

Writing guide

A Task

Write about your ideal home.

B Think and plan

- 1 What sort of house is it? Where is it?
- 2 What rooms has it got? Is there anything special?
- 3 Where is everyone at the moment? What are they doing?
- 4 What's your favourite room? What furniture has it got?
- 5 Why do you like it?

C Write

Paragraph 1: Description

Paragraph 2: What's happening now

Paragraph 3: Favourite room

D Check

- spelling and punctuation
- present continuous verbs

unit 3 Looking back

Start thinking

- 1 Where was Cesc Fàbregas born?
- 2 What can you do if you've got a 'photographic' memory?
- 3 People's first memories are usually of what age?

Aims

Vocabulary

- Verbs: life events
- Adjectives: memories

Grammar

- Past simple
- *was, were*
- *there was, there were*
- Time expressions and *ago*

Communication

- Express possibilities
- Talk about experiences in the past
- Describe an event in the past

English plus Options +



Song

Memory Lane

→ Page 91



Curriculum extra

Language and literature:
Folk stories

→ Page 102



Culture

Teenage years

→ Page 115

Vocabulary

Verbs: life events

How to: express possibilities

- 1 Study the key phrases. Then do the *Who's Who?* quiz on page 27 with your partner. Use the names in the box.

KEY PHRASES

Who's number 1?
It might be ...
It looks like ...
I think it's ...

Keira Knightley	Kate Moss
Tom Cruise	Angelina Jolie
Justin Timberlake	Brad Pitt
Beyoncé	Cesc Fàbregas
Felipe of Borbón	

- 2 Read descriptions a–i on page 27 and match them with photos 1–9.

- 3 Check the verbs and complete the table. Find the past simple forms in the *Who's Who?* quiz on page 27.

be born	buy a house	win a competition	go to school
get a job	do an exam	get married	graduate
leave school	have a child	become a professional	
grow up	leave home	move	

Past forms

Regular (add -d or -ed)

graduate – graduated

Irregular

be born – was born

- 4 Look again at the verbs in exercise 3. Write sentences about your hopes and ambitions.

when I'm older	I want to
when I'm about 21 / 25 / 30	I don't want to

Study strategy: learning irregular verbs

- 5 Follow instructions 1–3.

- 1 Study your verb list from exercise 3.
- 2 When you find a new verb, check the irregular verbs list on page 121. Then add it to your list.
- 3 Try to memorize five or more irregular verbs every week.

Pronunciation: past tense -ed endings → Workbook page 100

unit 3

Looking back

Unit summary

Vocabulary

Core vocabulary:

Verbs: life events: *be born, become a professional, buy a house, do an exam, get a job, get married, go to school, graduate, grow up, have a child, leave home, leave school, move, win a competition*

Adjectives: memories: *angry, boring, cute, exciting, fun, funny, happy, horrible, lonely, naughty, nervous, scary, strange, tasty, upset*

Grammar

Past simple

was, were

there was, there were

Time expressions and *ago*

Communication

Express possibilities

Talk about experiences in the past

Describe an event in the past

English plus Options

Song: Memory Lane (p.91)

Curriculum extra: Language and literature: Folk stories (p.102)

Culture: Teenage years (p.115)

Key competences

Learning to learn: Learning irregular verbs (p.26)

Competence in social skills and citizenship: A good memory (p.28)

Artistic and cultural competence: Who's Who? (p.27)

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

- 1 Arenys de Mar.
- 2 You can see something just once and then remember every detail about it.
- 3 The age of 3 or 4.

Vocabulary

Verbs: life events

Aims

- Learn vocabulary for life events.
- Learn phrases for expressing possibility.
- Do a quiz on famous people.
- Learn how to learn irregular verbs.

Warm-up

- With books closed, ask students to name a few famous people and write their names on the board.
- Ask students what information they know about the people.
- Elicit some ideas, for example he / she is married, he / she has two children, etc. Write vocabulary to do with life events on the board.
- Ask students what other important things can happen to you in your life, and write useful vocabulary on the board.
- Focus on the verbs on the board and give an example of a description of the main events in someone's life using the past simple, e.g. *Andy Murray was born in Scotland. He left school when he was eighteen ...*

How to: express possibilities

Exercise 1

- Read the key phrases with the class.
- Model and drill pronunciation of the phrases if necessary.
- Students work in pairs to look at the photos and guess who the people might be. Tell students that at this stage they should just look at the photos, and not read the descriptions.
- Ask individual students what their guesses are for some of the photos.

ANSWERS

Students' own answers.

Exercise 2

- Students work in pairs to read the descriptions on page 27 and match them with the photos.

ANSWERS

- | | |
|-----------------------------|--------------------|
| 1 a Prince Felipe of Borbón | 6 f Kate Moss |
| 2 h Keira Knightley | 7 e Angelina Jolie |
| 3 b Cesc Fàbregas | 8 i Tom Cruise |
| 4 g Beyoncé | 9 d Brad Pitt |
| 5 c Justin Timberlake | |

Exercises 3–5

- See page T27.

Exercise 3

- Ask students to check the meaning of the verbs in their dictionaries or in the wordlist on pages 112–125 of the Workbook.
- Focus on the table and point out that some of the verbs in the box are regular and some are irregular. Tell students that they can find all the past simple forms in the descriptions on page 27.
- Students complete the table.
- Check answers.

ANSWERS

Regular:

move – moved

Irregular:

buy a house – bought a house

win a competition – won a competition

go to school – went to school

get a job – got a job

do an exam – did an exam

get married – got married

leave school – left school

have a child – had a child

become a professional – became a professional

grow up – grew up

leave home – left home

Exercise 4

- Ask students to write three sentences individually, then compare their answers with a partner.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Study strategy: learning irregular verbs

Exercise 5

- Read through the instructions with the class.
- Point out that many of the most common verbs in English are irregular, and students need to learn them.

Pronunciation: past tense *-ed* endings

⇒ Workbook page 100

Teaching notes page T126

Fast finisher

- Refer fast finishers to the Fast finisher activity.
- Students can write their sentences, then compare them with another fast finisher.

+ Optional activity: Vocabulary

To practise or revise the vocabulary set in a fun way, ask students to look at the life events again and choose three things they definitely want to do before they are twenty, and three things they definitely don't want to do. Ask them to write these down, but not to allow anyone else to see.

Put students into pairs and ask them to now guess which six things their partner wrote down. Tell them to write their answers down.

Students can now work in their pairs and compare their guesses with their partner's own answers. You could tell students to give themselves a point for each correct guess, and see who gets the most points.

Ask some students to report back on what their partner wants and doesn't want to do, and whether they guessed this correctly.

Competence in social skills and citizenship

This activity will help your students to reflect on the way language works and its rules. It will also help them to work appropriately in pairs.

+ Optional activity: Vocabulary

To practise the phrases for expressing possibility, play a drawing game with the class.

Ask one student to come to the front of the class and draw an animal or well-known object on the board.

If students cannot think of any ideas, give them one of these ideas: *cat, dog, elephant, monkey, fish, mobile phone, laptop, umbrella, sunglasses, sofa, lamp, bookcase, chest of drawers, washing machine*.

Tell the rest of the class that they must say what they think the object is, using one of the phrases from exercise 1. Award a point to the first student who guesses correctly, and ask that student to come out and do the next drawing.

Competence in linguistic communication, social skills and citizenship • Artistic and cultural competence

This activity will help students to understand and apply language rules. It will also help develop their creative abilities.

Further practice

⇒ Workbook page 24

Who's Who?



- a** His full name is Felipe Juan Pablo Alfonso de Todos los Santos de Borbón y Grecia. He was born in 1968. In 1993 he graduated from the University of Madrid.
- b** He was born in Arenys de Mar. He left home at the age of sixteen and moved to England, where he played for Arsenal Football Club.
- c** Before he was a singer, this star went to school in Tennessee and had problems with bullies.
- d** He did exams at university to become a journalist, but now he's an actor. He was in the film *Ocean's Eleven* with George Clooney.

- e** She won an Oscar in 1999. She met her partner when they were in a film together. They bought a big house in New Orleans in 2007.
- f** She became a model when she was fifteen and she left school when she was sixteen.
- g** This famous singer grew up in Texas. She got married to rapper Jay-Z in 2008.
- h** She's British. She got a job as an actress at the age of seven.
- i** His family moved a lot and he went to eleven schools before he was fourteen years old. He got married to Katie Holmes and they had a child named Suri in 2006.



Write sentences about people in your family.
My mum was born in 1966. She went to school in Valencia.

- 1  1.34 Read and listen to the text. Which four people does the text mention? How are they similar?

A good memory

Some people call Stephen Wiltshire 'the human camera'. Stephen spent twenty minutes in a helicopter above London, and then he drew the entire city from memory. Stephen didn't grow up in London and he didn't know the city, but in twenty minutes he memorized hundreds of buildings and his drawing was very detailed.



Most people haven't got a photographic memory like Stephen. In fact most people can only remember six or seven numbers or objects from a list. But it is possible to train your brain. For example, Mahaveer Jain, from India, memorized 18,000 words and definitions from an English dictionary. After that he didn't have problems with his English exams. And thirteen-year-old Mohamed Assaf memorized 2,000 verses of the Koran in three years. His parents sent him to a special 'memorization school'.

There are also memory superstars. Dominic O'Brien often forgot things when he did exams, but he became interested in memory when he left school. He won competitions and became World Memory Champion eight times. Dominic can memorize fifty-two packs of playing cards, but he can't remember where the first competition was!

Build your vocabulary

from memory	memorization
memorize	forget
photographic memory	remember

2 Read the text again and answer the questions.

- How did Stephen Wiltshire see London?
- What did he draw?
- Did he use a camera?
- What did Mahaveer memorize?
- What did Mohamed memorize?
- When did Dominic become interested in memory?

3 ABOUT YOU Answer the questions.

- Have you got a good memory?
- Do you know the words to any songs or poems?
- How do you remember English vocabulary?
- Study this list of numbers for fifteen seconds. Then close your book. How many can you remember?

12 65 8 31 18 74 55 4 90 57

Reading

Aims

- Read about people with very good memories.
- Read for general meaning and specific information.
- Talk about memory.

Warm-up

- With books closed, ask students to write down as many names as they can remember from the quiz on page 27.
- Set a strict time limit of one minute, and then see who has remembered the most names.
- Write the word *memory* on the board, and elicit or explain the meaning. Tell students they are going to read about some people with very good memories.

Background

Stephen Wiltshire couldn't speak as a young child, and was diagnosed with autism. He was sent to a special school and learned to talk at the age of nine. He started drawing, and was encouraged by his teachers. He has since been to art college and graduated with a degree. He has published several books of his drawings.

Exercise 1 1.34

- Read the questions with the class.
- Play the CD. Students read and listen to the text. Elicit answers to the questions.

ANSWERS

Stephen Wiltshire, Mahaveer Jain, Mohamed Assaf, Dominic O'Brien. They all have great memories.

Exercise 2

- Students read the text again and answer the questions.

ANSWERS

- 1 He was in a helicopter.
- 2 London.
- 3 No, he didn't.
- 4 He memorized 18,000 words and definitions.
- 5 2,000 verses of the Koran.
- 6 When he left school.

Build your vocabulary

- Ask students to find the phrases and work out the meanings.
- Check understanding of the phrases, for example by asking students to translate them into their own language.

⇒ Workbook page 28

Exercise 3

- Ask students to prepare their answers individually.
- Students can ask and answer the questions in pairs.
- Ask some students to report back on their partner's opinions.

ANSWERS

Students' own answers.

+ Optional activity: Reading

Dictate these questions to the class, or write them on the board. Ask students to read the texts again and answer the questions.

Who ...

- 1 went to a special 'memorization school'?
- 2 won memory competitions?
- 3 can only remember six or seven numbers?
- 4 can't remember where their first competition was?
- 5 did well in English exams?

ANSWERS

- | | |
|-------------------|-------------------|
| 1 Mohamed Assaf | 4 Dominic O'Brien |
| 2 Dominic O'Brien | 5 Mahaveer Jain |
| 3 most people | |

Competence in linguistic communication

This activity will help your students to understand different types of text in detail.

+ Optional activity: Language

With books closed, dictate these sentences to the class or write them on the board. Pause or cough to indicate a gap.

- 1 Stephen ___ twenty minutes in a helicopter above London.
- 2 He ___ hundreds of buildings.
- 3 His parents ___ him to a memorization school.
- 4 Dominic often ___ things when he ___ exams.
- 5 He ___ competitions and ___ World Memory Champion.

Tell students that the missing verbs are all in the past simple form.

Ask students to work in pairs and complete the sentences.

Students can then check their answers in the text. Ask students which of the verbs in the text are regular, and which are irregular.

ANSWERS

- | | | |
|---------|---------------|---------------|
| 1 spent | 3 sent | 5 won, became |
| 2 drew | 4 forgot, did | |

Competence in linguistic communication, social skills and citizenship

This activity will help students to reflect on the way language works and its rules. It will also help them to work appropriately in pairs.

Further practice

⇒ Workbook page 28

Grammar

Past simple

Aims

- Learn the affirmative, negative and question forms of the past simple.
- Use the past simple to talk about past events in your life.

Warm-up

- Refer students back to the reading text on page 28 and ask them to find examples of affirmative and negative forms of the past simple.
- Elicit verb forms and write them on the board. Ask students what difference they notice between the affirmative and negative forms. Elicit ideas, but don't give an explanation at this stage.

Exercise 1

- Read through the tables with the class.
- Students copy the tables and complete them.
- Check answers with the class.
- Read the yes / no question *Did you like school?* and elicit the short answers *Yes, I did.* / *No, I didn't.*

ANSWERS

- | | |
|-----------|--------|
| 1 started | 4 like |
| 2 didn't | 5 did |
| 3 start | |

LANGUAGE NOTE The past simple affirmative forms are the same for all persons: *I left, she left, we left*, etc.

In the past simple negative form, we use *didn't*:

She didn't leave school. NOT ~~*She doesn't leave school.*~~

In the negative form, we use the infinitive form of the verb, not the past simple form:

She didn't leave school. NOT ~~*She didn't left school.*~~

In question forms, *did* comes before the subject, and we use the infinitive form of the verb, not the past simple form:

Did you like school? NOT ~~*You did like school?*~~

Did they leave school? NOT ~~*Did they left school?*~~

Exercise 2

- Ask students to read the text through quickly, and ask *What was Elizabeth Blackwell's job?* Elicit the answer (She was a doctor).
- Ask students to complete the text with the correct form of the verbs.
- Check answers with the class.

ANSWERS

- | | |
|---------------|----------------|
| 1 moved | 6 graduated |
| 2 didn't work | 7 became |
| 3 didn't go | 8 didn't marry |
| 4 wanted | 9 adopted |
| 5 didn't want | 10 started |

Exercise 3

- Ask students to write their sentences individually, then compare their answers in pairs.
- Ask some students to read some of their sentences to the class and report back on their partner.

ANSWERS

Students' own answers.

Exercise 4

- Ask students to correct the sentences individually, then compare their answers in pairs.
- Check answers with the class.

ANSWERS

- 1 Did you pass the exam?
- 2 What did you buy?
- 3 Did she grow up in New York?
- 4 Where did you go to school?
- 5 When did you leave school?

Exercise 5

- Ask students to work in pairs for this activity. Refer them back to the quiz on page 27 to help them form the questions and find the answers.
- Check answers with the class.

ANSWERS

- 1 did ... graduate; Madrid.
- 2 Did ... win; Yes, she did.
- 3 did ... move; When he was sixteen.
- 4 Did ... play; No, he didn't.
- 5 did ... go; In Tennessee.
- 6 Did ... marry; Yes, she did.
- 7 did ... go; 11.

Exercise 6

- Allow time for students to write their questions individually.
- Ask some students to read out their questions, and correct any mistakes with the form of the questions.
- Put students into pairs to ask and answer the questions.

ANSWERS

Students' own answers.

Further practice

⇒ Workbook page 25

⇒ Grammar reference, Workbook page 86

Grammar

Past simple

- 1 Copy and complete the tables with five of the words.

start started like liked don't didn't did

Affirmative			
I / You	liked left (1) ...		school.
He / She / It			
We / They			

Negative			
I / You	(2) ...	like leave (3) ...	school.
He / She / It			
We / They			

Questions				
-	Did	I / you	(4) ...	school?
When	(5) ...	he / she / it	leave	
Where	did	we / they	go to	

➡ Workbook page 86

- 2 Complete the text with the past simple form of the verbs.

A memorable life

Elizabeth Blackwell *was born* (be born) in 1821 in Britain. Her family (1) ... (move) to New York.

In those days women (2) ... (not work) and they (3) ... (not go) to university, but Elizabeth (4) ... (want) to become a doctor. The medical schools (5) ... (not want) a woman student, but after many years Elizabeth (6) ... (graduate) and (7) ... (become) the first woman doctor in the USA.

Elizabeth (8) ... (not marry) but she (9) ... (adopt) a child. She (10) ... (start) a hospital for women and children in New York in 1857.



- 3 Write affirmative and negative sentences about your life when you were eight years old.

I liked school.

I didn't live in this town.

When I was eight ...

- (like) school
- (live) in this town
- (go) to this school
- (win) a prize
- (have) brothers and sisters
- (speak) English
- (have) a favourite TV programme
- (play) computer games

- 4 Correct the questions.

- Did you passed the exam? °
- What bought you? °
- She grew up in New York? °
- Where went you to school? °
- When you did left school? °

- 5 Complete the questions with the past simple form of the verbs in the box. Then find the answers on page 27.

go go graduate win move
play buy marry

What *did* Brad Pitt and Angelina Jolie *buy*?
They bought a big house.

- Which university ... Felipe of Borbón ... from?
- ... Angelina Jolie ... an Oscar?
- When ... Cesc Fàbregas ... to England?
- ... Cesc Fàbregas ... for Liverpool Football Club?
- Where ... Justin Timberlake ... to school?
- ... Beyoncé ... a singer?
- How many schools ... Tom Cruise ... to?

- 6 Write questions. Then test your partner's memory.

What time did you get up last Saturday?

Where	get up	yesterday?
When	eat breakfast	last Saturday?
What time	have lunch	
Who ... with	watch TV	

Vocabulary and listening

Adjectives: memories

1 1.35 Copy and complete the table with the adjectives. Then listen and check.

scary fun horrible funny upset lonely strange cute exciting
angry boring tasty naughty happy nervous

Positive	Negative
	<i>scary</i>

2 Read the texts and choose the correct words.

My first memories Send us a message with your first memory...

On my first day at nursery school, I was really **fun** / **upset**. There were a lot of (1) **strange** / **tasty** people and I was (2) **cute** / **lonely**. A girl wanted to kiss me. It was (3) **funny** / **horrible**, so I hid behind a teacher.



I was staying with my grandparents and I was very (7) **nervous** / **happy**. We had cake and it was (8) **tasty** / **angry**. I ate a lot. My grandmother was really (9) **strange** / **angry** with me because I was (10) **scary** / **naughty**. I used her make-up.



I went to a circus, but I didn't like it. The clowns weren't (4) **funny** / **lonely** – they were really (5) **tasty** / **scary**! I was very (6) **strange** / **nervous**.



I remember the first time I saw snow. It was (11) **exciting** / **happy** and I made a snowman. That was (12) **strange** / **fun**! The first time that I saw my baby brother in the hospital he was (13) **lonely** / **cute**, but he was a bit (14) **scary** / **boring**.



3 1.36 Listen to three people talking about early memories. Match speakers 1–3 with three of the photos a–d.

- 1 Marcus
- 2 Avril
- 3 Tony

4 1.36 Listen again and answer the questions.

- 1 How many people watched the school play?
- 2 Was Marcus nervous?
- 3 Why were Avril and her brother at their grandparents' house?
- 4 Were Avril's grandparents angry?
- 5 Where was Lisa when Marcus met her yesterday?
- 6 Was the pizza good?

Vocabulary and listening

Adjectives: memories

Aims

- Learn adjectives used to talk about memories.
- Listen to people talking about memories.
- Listen for general meaning and specific details.

Warm-up

- With books closed, ask students if they can remember their first day at school.
- Ask students what they did, and what things happened.
- Ask what it was like, and how they felt.

Exercise 1 1.35

- Focus on the table and the examples. Add one or two more examples to the table as a class if necessary.
- Students copy the table and complete it. Tell students to check the meaning of the adjectives in their dictionaries if necessary.
- Play the CD for students to check their answers.
- Check that students understand all the adjectives. Point out the difference between *fun* (exciting) and *funny* (making you laugh).
- Model and drill the pronunciation of any adjectives that are new to students.

ANSWERS

Positive:

fun
funny
cute
exciting
tasty
happy

Negative:

scary
horrible
upset
lonely
strange
angry
boring
naughty
nervous

Exercise 2

- Students read the texts and choose the correct words.
- Ask students to compare their answers in pairs.

ANSWERS

1 strange	6 nervous	11 exciting
2 lonely	7 happy	12 fun
3 horrible	8 tasty	13 cute
4 funny	9 angry	14 boring
5 scary	10 naughty	

Exercise 3 1.36 Tapescript page T120

- Play the CD and ask students to match the speakers with the photos.

ANSWERS

1 b 2 c 3 a

Exercise 4 1.36 Tapescript page T120

- Allow students time to read the questions.
- Play the CD again and ask students to answer the questions.
- Allow students to compare their answers in pairs, then play the CD again for them to check.
- Check answers with the class.

ANSWERS

- 1 About a hundred.
- 2 Yes, he was.
- 3 Their parents were at work.
- 4 No. Her grandmother was angry but her grandfather wasn't.
- 5 She was in a pizza restaurant.
- 6 No, it wasn't.

+ Optional activity: Vocabulary

Play a mime game to practise the vocabulary on page 30.

To demonstrate the activity, mime one of the adjectives yourself and ask students to guess which one it is.

Ask students to come to the front of the class in turn and mime one of the adjectives. The other students must guess which adjective they are miming.

Artistic and cultural competence

This activity will help develop your students' own creativity.

+ Optional activity: Listening

Dictate these sentences to the class.

Put students into pairs and ask them to decide whether the sentences are true or false.

- 1 Marcus enjoyed drama at school.
- 2 Avril was never naughty.
- 3 Avril washed her brother's hair.
- 4 Lisa always wanted to kiss Tony at school.
- 5 Lisa isn't cute now.

Play the recording again, pausing to allow students to check their answers.

ANSWERS

- 1 True (it was great fun).
- 2 False (she was quite naughty).
- 3 False (she cut her brother's hair).
- 4 True.
- 5 False (she's very cute now).

Competence in linguistic communication, social skills and citizenship

This activity will help your students to understand different types of oral text. It will also help them to work appropriately in pairs.

Further practice

➡ Workbook pages 26 and 105

Grammar

was, were

Aims

- Learn affirmative, negative and question forms using *was*, *were*.
- Ask and answer questions about the past using *was*, *were*.

Warm-up

- With books closed, ask students what they can remember about their first memories.
- Elicit some ideas including *was* and *were*.
- Ask students to open their books on page 30 and find more examples of *was* and *were*.

Exercise 1

- Students copy the table and complete it.
- Ask some of the yes / no questions and elicit short answers.

ANSWERS

- | | |
|-----------|--------|
| 1 was | 4 was |
| 2 wasn't | 5 Were |
| 3 weren't | |

LANGUAGE NOTE We use *was* for *I, he, she, it* and *were* for *you, they*: *I was happy. They were happy.* NOT ~~*They was happy.*~~

In question forms, we put *was, were* before the subject: *Were they late?* NOT ~~*They were late?*~~

Exercise 2

- Students write the sentences.

ANSWERS

- 1 The first day at school was exciting.
- 2 I wasn't nervous.
- 3 My friend wasn't upset.
- 4 We were lonely.
- 5 The teachers were happy.
- 6 They weren't boring.

Exercise 3

- Read the task and example with the class.
- Students write the questions and short answers individually.
- Ask students to compare their answers in pairs.

ANSWERS

- 1 Was the first day at school exciting? Yes, it was.
- 2 Were you nervous? No, I wasn't.
- 3 Was your friend upset? No, he / she wasn't.
- 4 Were you lonely? Yes, we were.
- 5 Were the teachers happy? Yes, they were.
- 6 Were they boring? No, they weren't.

Exercise 4

- Students complete the questions and write answers.
- Ask students to compare their answers in pairs.

ANSWERS

- 1 Where were you at four o'clock yesterday?
- 2 Was the weather good last Thursday?
- 3 When was the last birthday in your family?
- 4 Were you in a school play when you were young?
- 5 What were the names of your first school friends?
- 6 What was your favourite toy when you were young?

Exercise 5

- Allow students time to prepare their questions individually.
- Students ask and answer the questions in pairs.

ANSWERS

Students' own answers.

there was, there were

Aims

- Learn *there was, there were* to talk about the past.
- Listen for detail by doing a dictation.

Exercise 6

- Students match the sentence halves.
- Check answers, then ask students to translate the sentences.

ANSWERS

- 1 b There was a fantastic party.
- 2 c There wasn't any cake.
- 3 d There were twenty people.
- 4 a There weren't any problems.

LANGUAGE NOTE We use *there was / there wasn't* when we are talking about one thing: *There was one person. There wasn't a cake.* We use *there were / there weren't* when we are talking about more than one thing:

There were twenty people. NOT ~~*There was twenty people.*~~
There weren't any cakes. NOT ~~*There wasn't any cakes.*~~

Exercise 7

- Students write sentences using *there was, there were*.

ANSWERS

Students' own answers.

Exercise 8 Dictation 1.37

- Tell students they are going to listen to five sentences.
- Play the CD and tell students just to listen.
- Play the CD again and tell students to write the sentences.

ANSWERS

- 1 There was a party here yesterday.
- 2 A lot of people were in the town.
- 3 It wasn't very exciting.
- 4 There weren't any fireworks.
- 5 The weather was really horrible.

Further practice

➡ Workbook page 27

➡ Grammar reference, Workbook page 86

Grammar

was, were

- 1 Copy and complete the tables with *was*, *were*, *wasn't* and *weren't*.

Affirmative			
I	was	happy.	
You	were		
He / She / It	(1) ...		
We / They	were		

Negative			
I	wasn't	happy.	
You	weren't		
He / She / It	(2) ...		
We / They	(3) ...		

Questions			
–	Was	I	angry?
When	(4) ...	he / she	nervous?
Why	were	you	in London?
–	(5) ...	they	exciting?

➡ Workbook page 86

- 2 Write sentences using *was*, *wasn't*, *were* and *weren't*.

the film / funny (°)

The film wasn't funny.

- | | |
|---------------------------|---------------------|
| 1 the first day at school | 4 we / lonely (,) |
| 2 I / nervous (°) | 5 the teachers / |
| 3 my friend / upset (°) | 6 they / boring (°) |

- 3 Look again at exercise 2. Write questions and short answers.

Was the film funny? No, it wasn't.

- 4 Complete the questions and write answers.

What was What were When was
Were you Was the Where were

- ... you at four o'clock yesterday?
- ... weather good last Thursday?
- ... the last birthday in your family?
- ... in a school play when you were young?
- ... the names of your first school friends?
- ... your favourite toy when you were young?

- 5 Write more questions with *was* and *were* and the words in the boxes. Then ask and answer the questions with your partner.

When were your last exams?

When
What
Who
Where

your last meal?
you at the weekend?
your homework?
you at seven o'clock?
your first teachers?
the weather like yesterday?
your first school?
your last visit to the dentist?
your last exams?

there was, there were

- 6 Match 1–4 with a–d. Then translate the sentences.

- | | |
|-----------------|--------------------|
| 1 There was a | a any problems. |
| 2 There wasn't | b fantastic party. |
| 3 There were | c any cake. |
| 4 There weren't | d twenty people. |

➡ Workbook page 86

- 7 Write about your memories of last year. Use the words in the boxes and *there was*, *there wasn't*, *there were* and *there weren't*.

a carnival
big celebrations
bad storms
a good summer
fireworks
important visitors
a sad event

school
country
town

There was a carnival in my town in February.



- 8 1.37 **DICTATION** Listen and write five sentences.

How to: talk about experiences in the past

- 1  1.38 Listen to the dialogue. When do Gemma and Shaun want to play basketball?

Gemma Hey, Shaun. How was your weekend?

Shaun Not bad, thanks.

Gemma What did you do?

Shaun Oh, I just **went into town on Saturday** and **got a DVD**. What about you?

Gemma I **played basketball at the sports centre yesterday**. It was **fun**. When did you last **play basketball**?

Shaun I don't know, maybe **two weeks ago**.

Gemma How was it?

Shaun Very good. Let's **play** next weekend.

Gemma OK, great. See you then.

Shaun Bye, Gemma. See you later.



- 2  1.39 Listen to the key phrases. Then practise the dialogue.

KEY PHRASES

How was your weekend?

What about you?

When did you last play basketball?

Grammar: Time expressions and ago

- 3 Translate the sentences. Do we put *ago* at the beginning or end of a time expression?

1 I played basketball two weeks **ago**.

2 Two days **ago** I did a very difficult maths exam.

 Workbook page 86

- 4 Try to remember when you last did six of these activities. Write sentences with *ago*.

I went to the cinema two weeks ago.

go to the cinema watch a DVD go shopping
celebrate a friend's birthday watch a football match
have a party play handball go to a restaurant

- 5  1.40 Listen to three mini dialogues. Which time expression and adjective do you hear in each dialogue?

Time expression

A / two / three week(s), month(s), year(s) ago

Last Wednesday, week

Yesterday morning, afternoon, evening

On Monday morning, afternoon, evening

Adjective

exciting

boring

scary

good

horrible

fun

difficult

OK

- 6 Invent mini dialogues with your partner. Use activities from exercise 4.

A When did you last ... (activity)

B ... (time expression)

A How was it?

B It was ... (adjective)

- 7 Look again at the dialogue in exercise 1. Change the **blue** words and practise your new dialogue with a partner.

Speaking

How to: talk about experiences in the past

Aims

- Listen to a conversation about experiences in the past.
- Learn key phrases for talking about experiences in the past.
- Learn time expressions and *ago*.
- Practise talking about experiences in the past.

Warm-up

- Write *last weekend* on the board.
- Ask individual students what they did last weekend.
- Tell students they are going to practise talking about experiences in the past.

Exercise 1 1.38

- Play the CD. Students read and listen.
- Ask students when Gemma and Shaun want to play basketball.

ANSWER

Next weekend.

Exercise 2 1.39

- Read through the key phrases with the class.
- Ask students to find the key phrases in the dialogue and translate them into their own language.
- Play the CD. Students listen and repeat the phrases.
- Students practise the dialogue in pairs.

Grammar: Time expressions and *ago*

Exercise 3

- Read the sentences with the class.
- Students translate the sentences and answer the question.

ANSWERS

We put *ago* at the end of a time expression.

LANGUAGE NOTE We always use *ago* after a time expression, not before it:
We arrived two days ago. NOT ~~*We arrived ago two days.*~~

Exercise 4

- Students write their sentences individually. Remind them to think about the past simple form of the verbs, as some of the verbs in the list are irregular.
- Ask students to compare their answers in pairs, then check answers with the class.

ANSWERS

Students' own answers.

Exercise 5 1.40

- Read the task with the class.
- Play the CD, pausing after each mini dialogue for students to write their answers.
- Check answers with the class.

ANSWERS

- 1 last Friday, good, boring
- 2 two days ago, OK, difficult
- 3 yesterday evening, good

Exercise 6

- Students work in pairs to prepare their mini dialogues.
- Monitor and help as necessary.

ANSWERS

Students' own answers.

Exercise 7

- Refer students back to the dialogue in exercise 1.
- Tell students to change the blue words and include their own ideas from exercise 6.
- Students prepare their dialogues and practise them in pairs.
- Ask some students to perform their dialogues for the class.

+ Optional activity: Speaking

Ask students to work in pairs and imagine it is the first day back at school after the summer holidays.

Ask them to prepare a dialogue in which they ask each other about their holidays.

Monitor and help students while they are preparing their dialogues.

When students are ready, they can practise their dialogues in pairs. Tell them that they should try to practise their dialogues without reading from their scripts if possible.

Ask some pairs to perform their dialogues for the class.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help develop students' creative abilities. It will also help them to work appropriately in pairs.

Further practice

⇒ Workbook page 27

⇒ Grammar reference, Workbook page 86

Writing

How to: describe an event in the past

Aims

- Study a model text.
- Learn about time linkers.
- Write about an event in the past.

Warm-up

- With books closed, write the words *memorable day* on the board and elicit the meaning (an important day that is easy to remember).
- Ask students if they can remember any memorable days from the past.

Exercise 1

- Students read the model text and answer the questions.
- Check answers with the class.

ANSWERS

- 1 It goes at the end of the sentence.
- 2 was, came, went, started, danced, were, had, felt
- 3 Answer in students' own language.

Exercise 2

- Read through the key phrases with the class.
- Ask students to find the key phrases in the model text and translate them into their own language.

Exercise 3 Language point: time linkers

- Students translate the blue words, then put the sentences into the correct order.
- Check answers with the class.

ANSWERS

b, a, d, c

Exercise 4 Writing guide

- Read the task with the class.
- Students think and plan their paragraphs individually.
- Students write their paragraphs. This can be set for homework.
- Tell students to check their work, and check they have used past simple forms, *ago* and time expressions correctly.

+ Optional activity: Writing

To practise or revise time linkers, dictate these sentences to the class. Pause or cough to indicate a gap.

Ask students to complete the sentences with the correct time linkers.

I had a lovely day yesterday. ____ I went shopping. ____ I met some friends in town. We had lunch together and ____ we went to the cinema. ____ we got the bus home.

Ask individual students in turn to come out and write a sentence on the board.

ANSWERS

First, After that, then, Finally

Competence in linguistic communication

This activity will help your students to reflect on the way language works and its rules.

Further practice

⇒ Workbook page 29

End-of-unit activities

Progress review

⇒ Workbook pages 30–31

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as the phrases taught in 'How to' sections. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation.

★ For students who need extra help:

- ⇒ Teacher's Resource Book ★ vocabulary and grammar
- ⇒ Grammar reference, Workbook page 86

★★ For students who need more practice:

- ⇒ Teacher's Resource Book ★★ vocabulary and grammar
- ⇒ Grammar reference, Workbook page 86
- ⇒ Vocabulary puzzles, Workbook page 105

★★★ For students who need extra challenge:

- ⇒ Teacher's Resource Book ★★★ vocabulary and grammar
- ⇒ Song, Student's Book page 91
- ⇒ Curriculum extra, Student's Book page 102
- ⇒ Culture, Student's Book page 115

Tests

⇒ Unit 3 Tests and End-of-term Tests 1

Writing

How to: describe an event in the past

1 Read the model text and answer questions 1–3.

- 1 What is the rule for the position of 'ago'?
- 2 What are the past simple forms in the text?
- 3 What is 'about' in your language?

A memorable day

I remember my cousin's wedding six months ago. It was a very memorable day.

First, a lot of people came to our house. At 12 o'clock we went to the church for the ceremony, and after that we went to a hotel. We had lunch there and then the party started at about 5 o'clock. There was an amazing band and everybody danced. Finally, at about midnight, I went home.

There were about a hundred people at the wedding. I remember my grandmother clearly because she had a really strange hat. It was a really fun day and I felt very happy.

2 Study the key phrases.

KEY PHRASES

I remember ... clearly.
It was a really fun day.
I felt very happy.

Language point: time linkers

3 Translate the blue words. Then put sentences a–d in the correct order.

- a After that I texted my friend Mark.
- b First I went into town and looked in one or two shops.
- c Finally we went to a café.
- d He met me at the bus station and then we went to the cinema.

4 Follow the steps in the writing guide.



Writing guide

A Task

Write three paragraphs about one of these events:

- Your first day at school
- A wedding
- A birthday
- Last Christmas or New Year
- A party

B Think and plan

- 1 What and when was the event?
- 2 What happened first?
- 3 What happened after that?
- 4 Who do you remember clearly?
- 5 How did you feel that day?

C Write

Paragraph 1: Introduction
I remember ...

Paragraph 2: Event
First ...

Paragraph 3: Conclusion
There were ... people ...

D Check

- past simple forms
- time expressions
- ago



Consolidation units 2–3

Vocabulary

1 Write a word for each photo.



1 a noun



2 an adjective



3 a routine verb



4 a life event verb



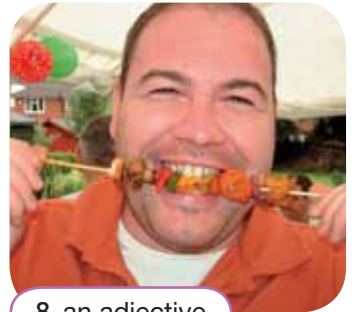
5 a noun



6 a routine verb



7 a life event verb



8 an adjective

Grammar

2 Choose the correct words A, B or C.

- 1 They usually ... dinner at 8 p.m.
- 2 What ... on TV last night?
- 3 We ... the competition last month.
- 4 He ... an exam at the moment.
- 5 No, there ... any people in the kitchen.
- 6 I ... my room. I'm watching a DVD.
- 7 They graduated ...
- 8 Are they ... a house?
- 9 Jane and Peter ... three children.
- 10 ... twenty students in my English class last year.

A

- 1 are having
- 2 watched you
- 3 not win
- 4 's doing
- 5 weren't
- 6 didn't tidy
- 7 in two years
- 8 buy
- 9 had
- 10 There are

B

- has
- did you watch
- didn't win
- not doing
- were
- 'm not tidying
- ago two years
- bought
- is having
- There were

C

- have
- did you watched
- don't win
- does
- wasn't
- don't tidy
- two years ago
- buying
- has
- There was

Error correction

3 Correct the sentences and questions.

- 1 What is you doing at the moment? °
- 2 I were born in 1966. °
- 3 When moved you here? °
- 4 There was a band at the party? °
- 5 We leaved school last year. °
- 6 She no is tidying her room. °

Translation

4 Translate the sentences and questions.

- 1 I'm doing the washing-up.
- 2 I didn't go to school yesterday.
- 3 Are you tidying your room?
- 4 There was a carnival last summer.
- 5 When did he leave home?
- 6 I was born thirteen years ago.

Consolidation units 2–3

Vocabulary

Exercise 1

- Students write the correct word for each photo. Give them the first letter if necessary.
- Check answers with the class. Accept all reasonable answers.

ANSWERS

- | | |
|---------------------|---------------------|
| 1 a washing machine | 5 a mirror |
| 2 angry | 6 do the washing-up |
| 3 make lunch | 7 do an exam |
| 4 graduate | 8 tasty |

Grammar

Exercise 2

- Read the task with the class and make sure students understand what they have to do.
- Students choose the correct words.
- Check answers with the class.

ANSWERS

1 C 2 B 3 B 4 A 5 A 6 B 7 C 8 C 9 A 10 B

Error correction

Exercise 3

- Read the task with the class and point out that the errors can be in spelling, word order or grammar.
- Students write the correct sentences.
- Check answers with the class.

ANSWERS

- 1 What are you doing at the moment?
- 2 I was born in 1966.
- 3 When did you move here?
- 4 Was there a band at the party?
- 5 We left school last year.
- 6 She isn't tidying her room.

Translation

Exercise 4

- Students translate the sentences and questions into their own language.
- Check answers with the class.

ANSWERS

Answers in students' own language.

+ Optional activity: Consolidation

Refer students back to page 27.

For homework, ask students to look online and find information about another famous person. Ask them to download a photo of that person when they were young, and write a few sentences like the ones in the quiz, leaving out the person's name.

Remind students that they should use the past simple to talk about the person's life in the past.

In the next lesson, students can show their pictures and read their sentences to the class, and other students can try to guess who the famous people are.

Competence in processing information and use of ICT

This activity will help your students to understand the nature, role and opportunities of ICT in everyday contexts, including searching for, collecting and processing information.

Cumulative review units 1–3

Vocabulary

Exercise 5

- Students complete the expressions.
- Check answers with the class.

ANSWERS

- | | |
|------------|----------------|
| 1 internet | 5 breakfast |
| 2 drawers | 6 homework |
| 3 up | 7 professional |
| 4 card | 8 room |

Grammar

Exercise 6

- Students complete the dialogue with the correct forms of the verbs.
- Check answers with the class.

ANSWERS

- | | |
|-----------------|---------------|
| 1 are you doing | 5 went |
| 2 'm buying | 6 Did you buy |
| 3 do you buy | 7 weren't |
| 4 go | 8 bought |

Communication

Exercise 7

- Students match the expressions.
- Check answers with the class.

ANSWERS

- 1 d 2 h 3 c 4 g 5 b 6 f 7 a 8 e

Exercise 8

- Students write responses for the situations.
- Check answers with the class.

ANSWERS

Students' own answers.

Exercise 9

- Tell students to take it in turns to read one of the expressions or questions in exercises 7 and 8.
- Their partner should respond in an appropriate way. Tell students to try and respond without looking at the book.
- Encourage them to help their partner if he or she cannot think of an appropriate response.
- Students work in pairs to practise the situations.

+ Optional activity: Consolidation

To consolidate students' understanding of the vocabulary and grammar in Units 1–3, write these headings on the board:

- My favourite possession
- My home
- My routines
- My life events
- A memorable day

Ask students to look back through units 1–3 and prepare notes under each heading.

Tell students they are going to interview each other about these subjects. Elicit some possible questions they might ask, and write them on the board, e.g.

What's your favourite possession?

Where do you live?

Is your house big?

How many rooms has it got?

What do you usually do in the mornings / evenings?

Where were you born? Where did you go to school when you were five?

What memorable day can you remember? What happened? Was it fun?

Ask students to move around the classroom and interview different people.

Ask some students to report back on interesting things they learned about their classmates.

Competence in linguistic communication, social skills and citizenship

This activity will help your students to understand and apply language rules. It will also help them to work appropriately in pairs.

Cumulative review units 1–3

Vocabulary

5 Complete the expressions with the words in the box.

room internet homework professional
card drawers up breakfast

- | | |
|-------------------------|----------------|
| 1 buy things on the ... | 5 make ... |
| 2 a chest of ... | 6 do your ... |
| 3 grow ... | 7 become a ... |
| 4 an ID ... | 8 a dining ... |

Grammar

6 Complete the dialogue with the correct form of the verbs.

Callum Hi, Leah. What (1) ... (you / do)?

Leah I (2) ... (buy) a CD.

Callum Really? How often (3) ... (you / buy) things on the internet?

Leah Hardly ever. I usually (4) ... (go) shopping with friends.

Callum I (5) ... (go) into town yesterday.

Leah (6) ... (you / buy) anything?

Callum There (7) ... (not be) any good clothes, but I (8) ... (buy) some posters.



Communication

7 Match expressions 1–8 with a–h.

- | | |
|--------------------------------------|------------------------------------|
| 1 How was the party? | a It's on my bed. |
| 2 Do you like shopping? | b It looks like Rafael Nadal. |
| 3 When did you last see Kate? | c I don't know, maybe a month ago. |
| 4 What do you think of her clothes? | d Not bad, thanks. |
| 5 Who's in the photo? | e No, not often. |
| 6 Can you do the washing-up, please? | f Is it OK if I do it later? |
| 7 Where's your mobile phone? | g They're OK, I suppose. |
| 8 Do you often lose your keys? | h No, I hate it. |

8 Write a response for each situation.

1 Where's your ID card?

2 What do you think of learning English?

3 How was your weekend?

9 Work with a partner. Practise the situations from exercises 7 and 8.

unit 4 Dare!

Start thinking

- 1 What does a base jumper do?
- 2 Why is Niagara Falls famous?
- 3 Which famous mountains do people climb?

Aims

Vocabulary

- Verb + preposition: movement
- Geographical features

Grammar

- Past continuous: affirmative and negative
- Past continuous: questions
- Past simple and past continuous

Communication

- Talk about the weather
- Express interest
- Write a story about a rescue

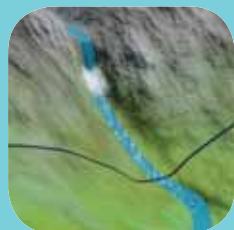
English plus Options +



Extra listening and speaking

Asking for and giving directions

→ Page 95



Curriculum extra

Natural science:
Geological formations

→ Page 103



Project

Outdoor activity map

→ Page 111

Vocabulary

Verb + preposition: movement

- 1 Match the verbs in the box with 1–9 in the pictures.

fall off climb down swim across cycle through
walk under jump into jump over run around climb up



- 2 Look at the *Daredevils Quiz* on page 37. Choose the correct combinations of verbs and prepositions in questions 1–7. Then do the quiz with a partner.

- 3 Copy and complete the table with the activities in 1–9.

easy	not too difficult / not too scary	difficult / scary	impossible

- | | |
|--------------------------------|------------------------|
| 1 swim across the Atlantic | 6 fall off a bicycle |
| 2 jump out of a plane | 7 climb up a tree |
| 3 run into the sea in February | 8 drive across Europe |
| 4 sail around Spain | 9 cycle through France |
| 5 ski down Everest | |

- 4 Add more ideas to the table in exercise 3. Use words from the boxes.

swim around Spain

Verbs

swim jump cycle walk
ski sail fall climb
drive run

Prepositions

across into out of off
through over under
down up around

unit 4 **Dare!**

Unit summary

Vocabulary

Core vocabulary:

Verb + preposition: movement: *climb down, climb up, cycle through, drive across, fall off, jump into, jump out of, jump over, run around, run into, sail around, ski down, swim across, walk under*

Geographical features: *desert, falls, forest, lake, mountains, ocean, pole, river, sea, valley*

Grammar

Past continuous: affirmative and negative

Past continuous: questions

Past simple and past continuous

Communication

Talk about the weather

Express interest

Write a story about a rescue

English plus Options

Extra listening and speaking: Asking for and giving directions (p.95)

Curriculum extra: Natural science: Geological formations (p.103)

Project: Outdoor activity map (p.111)

Key competences

Learning to learn: Using the grammar reference (p.39)

Artistic and cultural competence: Niagara Falls – Don't look down (p.38)

Competence in social skills and citizenship: Daredevils quiz (p.37)

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

- 1 Jumps off buildings, bridges and monuments.
- 2 It is the most powerful waterfall in North America.
- 3 Students' own answers.

Vocabulary

Verb + preposition: movement

Aims

- Learn verbs and prepositions of movement.
- Do a quiz about daredevils.

Warm-up

- With books closed, write the words *dare* and *daredevil* on the board.
- Elicit the meaning of *dare* (be brave enough to do something dangerous).
- Ask students to name some activities that are dangerous, then ask students if they dare do these things.
- Elicit or explain the meaning of *daredevil*. Ask if anyone thinks he / she is a daredevil.

Exercise 1

- If necessary, students can check the meanings of the verbs in their dictionaries or in the wordlist on pages 112–125 of the Workbook.
- Students can work in pairs to match the verbs with the pictures.
- Check answers with the class, and model and drill pronunciation of the verbs and prepositions where necessary.

ANSWERS

- | | |
|-----------------|--------------|
| 1 climb up | 6 run around |
| 2 climb down | 7 jump over |
| 3 jump into | 8 walk under |
| 4 swim across | 9 fall off |
| 5 cycle through | |

Exercise 2

- Students choose the correct verbs and prepositions.
- Check answers with the class, then ask students to work in pairs to do the quiz.

ANSWERS

- | | |
|---------------------|--------------------|
| 1 jumping off – A | 5 swam along – C |
| 2 walked around – A | 6 walking over – B |
| 3 drive across – B | 7 jump over – C |
| 4 climb up – B | |

Exercises 3–4

- See page T37.

Exercise 3

- Students copy and complete the table individually, then compare their answers with a partner.
- Ask some students to report back on whether they had the same ideas as their partner.

ANSWERS

Students' own answers.

Exercise 4

- Read through the verbs and prepositions as a class, and make sure that students understand them all.
- Students work individually to add more ideas to the table.
- Ask students to compare their table with their partner's and discuss any differences.
- Ask some students to report back on any interesting differences.

ANSWERS

Students' own answers.

+ Optional activity: Vocabulary

To practise the vocabulary set in a personalized way, refer students back to the table in exercises 3 and 4 on page 36. Ask students to work individually and choose three things that they want to do, and three things that they definitely don't want to do. Ask them to write a sentence for each, giving a different reason why they want or don't want to do this thing. For example, *I want to ski down Everest because it's fun. I don't want to run into the sea in February because it's very cold.*

Put students into pairs and ask them to read their sentences to each other and compare their ideas.

Ask some students to report back to the class on whether their ideas were the same as their partner's or different.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help your students to develop their own creative abilities. It will also help them to work appropriately in pairs.

+ Optional activity: Vocabulary

To practise the vocabulary, refer students back to the quiz and tell them they have three minutes to read it again and remember as much information as they can.

Ask students to close their books, then read out these questions and ask them to work in pairs and answer them.

- 1 What do extreme cyclists do?
- 2 What does a firewalker do?
- 3 How hot are the coals?
- 4 What did Dave Kunst do?
- 5 What is base jumping?
- 6 What did Martin Strel do?
- 7 What do drivers in the Paris-Dakar rally do?
- 8 Where is the Sahara Desert?
- 9 What do stunt motorcyclists do?
- 10 What is the record distance?

Ask pairs of students to swap their answer sheets with another pair. Students can then check each other's answers in the quiz on page 37. Tell them they should award 1 point for each correct answer, but they should only award a point if the answer uses the correct verb and the correct preposition.

The winner is the pair with the most points.

ANSWERS

- 1 Extreme cyclists climb up mountains and then cycle down them.
- 2 A firewalker walks over hot coals.
- 3 The hot coals are 500°C.
- 4 Dave Kunst walked around the world.
- 5 Base jumping is jumping off buildings, bridges and mountains.
- 6 Martin Strel swam along the River Amazon.
- 7 Drivers in the Paris–Dakar rally drive across the Sahara desert.
- 8 The Sahara desert is in Africa.
- 9 Stunt motorcyclists sometimes jump over cars.
- 10 The record distance is 98 metres.

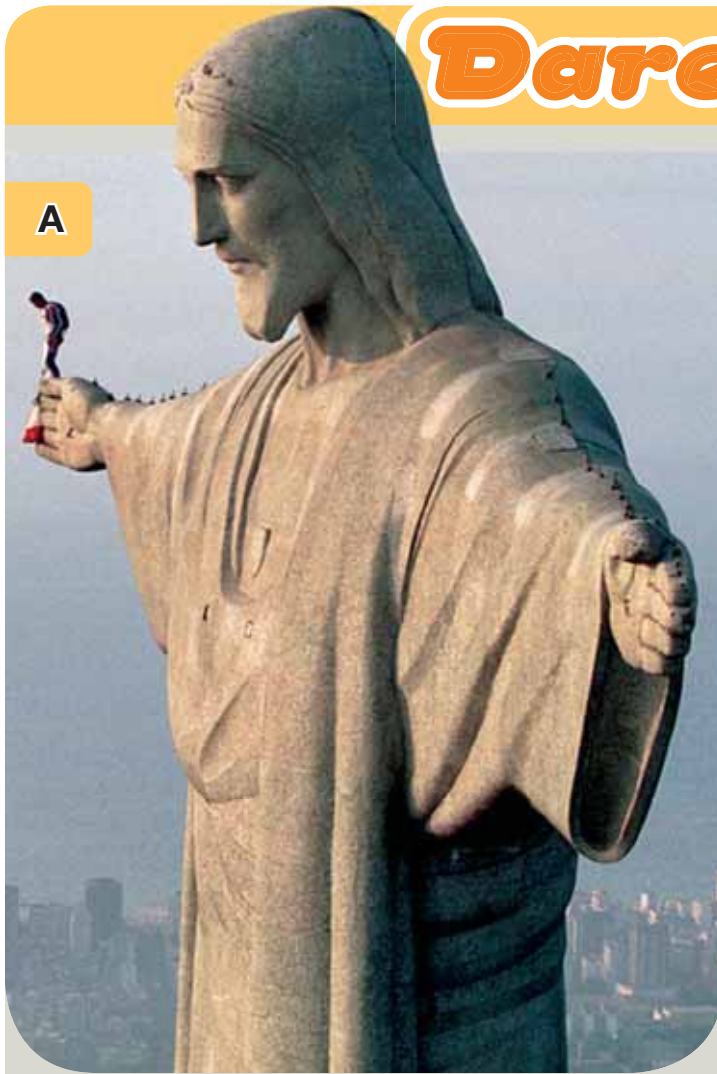
Competence in linguistic communication, social skills and citizenship

This activity will help your students to understand and apply language rules. It will also help them to work appropriately in pairs.

Further practice

⇒ Workbook page 32

Daredevils Quiz



A



B



C

- 1 The person in photo A likes (sailing / jumping / off / around) buildings, bridges and monuments. This activity is called ...
A base jumping C basic flying
B crazy jumping
- 2 Dave Kunst (walked / jumped / into / around) the world. How many kilometres did he travel?
A 23,200 kilometres C 2,200 kilometres
B 1,100 kilometres
- 3 Drivers in the Paris–Dakar rally (fall / drive / down / across) the Sahara desert. The Sahara is in ...
A Asia B Africa C Australia
- 4 Extreme cyclists (swim / climb / up / through) mountains and then cycle down them (photo B). What bicycles do they use?
A climb bikes C BMX bikes
B mountain bikes
- 5 Martin Strel, from Slovenia, (skied / swam / out of / along) the River Amazon in 66 days. What distance did he travel?
A 526 kilometres C 5,265 kilometres
B 15,260 kilometres
- 6 The firewalker in photo C is (falling / walking / over / through) hot coals. The temperature of this material is ...
A 50°C B 500°C C 5,000°C
- 7 Stunt motorcyclists sometimes (climb / jump / into / over) cars. The record distance is ...
A 38 metres B 58 metres C 98 metres

1  2.02 Read and listen to the text. Then complete the descriptions of photos 1 and 2.

1 This man is walking on a 2 This is ... , standing next to a

Niagara Falls Don't look down

Niagara Falls are 57 metres high and every hour 2.5 million litres of water fall into the river below. It's a popular place for tourists, and for daredevils!



Tightrope rivals

The Great Blondin walked across the Falls eight times on tightropes. Once he cycled across his rope and on another occasion he cooked an omelette while he was standing on the rope. In 1859 Blondin nearly fell into the river while he was carrying a man on his shoulders.

The Great Farini wanted to be more famous than Blondin. Once while he was walking the tightrope he stopped and climbed down another rope to a boat. He had a drink and then climbed up and continued walking. Thousands of spectators were watching Farini's incredible performance.



1

In a barrel or a swimsuit

On 24th October 1901 Annie Taylor became the first person to go over the Falls in a barrel. Her cat was in the barrel with her.

In 2003 Kirk Jones jumped into the river twelve metres from the Falls. He wasn't wearing special clothes or equipment. When rescuers found him, he was sitting on a rock.

Kirk was very lucky. Many people died while they were trying to become famous at Niagara. Daredevil acts are now prohibited there and the maximum fine is \$10,000.



2

Build your vocabulary

tourist	spectator
daredevil	rescuer

2 Read the text again and write *true* or *false*. Explain your answers.

- 1 The Great Blondin fell into the river from Niagara Falls.
- 2 Farini wasn't walking the tightrope when he had a drink.
- 3 Annie Taylor went over the Falls after Blondin walked on the tightrope.
- 4 Kirk Jones survived because he was wearing special clothes.
- 5 People who died at Niagara were trying to become famous.
- 6 Tourists sometimes go to Niagara now because they want to see stunts.

3 **ABOUT YOU** Answer the questions.

- 1 Do you think that the people in the article were brave or stupid?
- 2 Why do people do dangerous things?
- 3 Was it a good idea to prohibit daredevil acts at Niagara Falls?
- 4 Are there any rivers or waterfalls in your area?

Grammar

Past continuous: affirmative and negative

Aims

- Learn the affirmative and negative forms of the past continuous.
- Practise using the grammar reference.
- Learn phrases for talking about the weather.
- Practise talking about the weather.
- Use the past continuous to talk about the weather in the past.

Warm-up

- Refer students back to the text on page 38 and ask: *When did Blondin cook an omelette?* Elicit the answer *While he was standing on the rope.* Write this on the board and underline the past continuous verb.
- Ask: *Where was Kirk Jones when rescuers found him?* Elicit the answer *He was sitting on a rock.* Write this on the board and underline the verb.
- Focus on the underlined verbs on the board and ask students what form of the verb they are. Elicit or explain that they are the past continuous form. Ask students to find other examples in the text on page 38.

Exercise 1

- Read through the table with the class.
- Students copy and complete the table, then choose the correct rule.
- Check answers with the class.

ANSWERS

- | | |
|--------|-----------|
| 1 were | 3 wasn't |
| 2 was | 4 weren't |
| Rule b | |

LANGUAGE NOTE In the past continuous affirmative, we use *was* for *I / he / she / it* but *were* for *you / they*: *They were walking.* NOT *They was walking.*

In the negative form, we use *wasn't / weren't*: *I wasn't walking.* NOT *I didn't walking.*

We use the past continuous, not the past simple, for an action in progress in the past: *He was walking across the rope when he fell.* NOT *He walked across the rope when he fell.*

Study strategy: using the grammar reference

Exercise 2

- Refer students to the workbook to find the spelling rules.
- Students use the rules to write the *-ing* forms.
- Check answers with the class.

ANSWERS

- | | |
|-----------|------------|
| 1 driving | 4 flying |
| 2 running | 5 cycling |
| 3 jumping | 6 swimming |

Exercise 3

- Students complete the sentences with the correct form of the verbs.
- Ask students to compare their answers in pairs.

ANSWERS

- 1 They weren't relaxing at home.
- 2 Dan Daredevil was swimming with sharks.
- 3 Dan's daughters weren't swimming.
- 4 Mrs Daredevil was skiing with her eyes closed.
- 5 Dan's son wasn't skiing.
- 6 He was jumping off buildings.

Exercise 4

- Students complete the text with the correct past continuous forms. Remind students to think about the spelling of the *-ing* forms as well as the correct form of the verb *be*.
- Check answers with the class.

ANSWERS

- | | | |
|-----------------|----------------|--------------------|
| 1 wasn't moving | 3 were walking | 5 weren't swimming |
| 2 were making | 4 were looking | 6 were looking |

Pronunciation: weak forms

⇒ Workbook page 101

Teaching notes page T126

How to: talk about the weather

Exercise 5

- Read the key phrases with the class.
- Make sure students understand all the weather words.
- Focus on the example and make sure that students understand the task.
- Students talk about the weather in pairs.

SUGGESTED ANSWERS

The sun was shining on Tuesday.

It was cloudy on Wednesday.

It was windy and raining on Thursday.

It was foggy on Friday.

Exercise 6

- Read through the questions with the class, and point out that some questions refer to the present and some to the past. Tell students they need to think about which form of the verb to use when they answer each question.
- Students ask and answer the questions in pairs.
- Ask some students for their answers and check that they are using the present continuous, present simple and past continuous correctly.

Further practice

⇒ Workbook page 33

⇒ Grammar reference, Workbook page 88

Grammar

Past continuous: affirmative and negative

- 1 Copy and complete the tables. Then choose rule a or b.

Affirmative		
I	was	flying. sailing. walking.
You	(1) ...	
He / She / It	(2) ...	
We / They	were	

Negative		
I	(3) ...	flying. sailing. walking.
You	weren't	
He / She / It	wasn't	
We / They	(4) ...	

RULES

The past continuous describes ...

- a finished action in the past.
- an action in progress in the past.

→ Workbook page 88

Study strategy: using the grammar reference

- 2 Look in the Workbook on page 88 and find the spelling rules for *-ing* forms. Then write the *-ing* form of verbs 1–6.

- drive
- run
- jump
- fly
- cycle
- swim

- 3 Write sentences using affirmative and negative forms of the past continuous.

The Daredevil family were busy at eight o'clock yesterday morning.

- They ... at home. (not relax)
- Dan Daredevil ... with sharks. (swim)
- Dan's daughters ... (not swim)
- Mrs Daredevil ... with her eyes closed. (ski)
- Dan's son ... (not ski)
- He ... off buildings. (jump)

Pronunciation: weak forms → Workbook page 101

- 4 Complete the text using the past continuous form of the verbs in the box.

make look walk walk not swim not move look

THE ROPE BRIDGE

I remember we *were walking* along a rope bridge. The weather was good and the bridge (1) ... much, but the ropes (2) ... some strange noises. We (3) ... very fast and we (4) ... down at the crocodiles in the river. They (5) ... ; they (6) ... at us.



How to: talk about the weather

- 5 Study the key phrases. Then talk to your partner about the weather on the chart.

KEY PHRASES

What was the weather like?

It was nice / horrible / hot / warm / cold.

It was sunny / rainy / cloudy / windy / foggy.

It was raining / snowing.

The sun was shining.

Monday	Tuesday	Wednesday	Thursday	Friday

It was sunny and windy on Monday.

- 6 Ask and answer the questions with your partner.

- What's the weather like today?
- What was the weather like yesterday?
- Was it cold last weekend?
- What's it usually like here in the spring?
- What was the weather like on your last holiday?
- What's it like here in the autumn?



Vocabulary and listening

Geographical features

- 1 2.07 Complete the names of the places. Then listen and check.

lake river desert forest
valley ocean sea pole
falls mountains

- 1 Death Valley
- 2 ... Erie
- 3 the South ...
- 4 the Rocky ...
- 5 the Black ...
- 6 the ... Nile
- 7 the Sahara ...
- 8 Niagara ...
- 9 the Dead ...
- 10 the Pacific ...

- 2 Complete the sentences with words from exercise 1.

- 1 The Andes are
- 2 There isn't usually much water in a
- 3 There isn't any land at the North
- 4 ... are bigger than seas.
- 5 There's a Red ... , a Black ... and a Yellow
- 6 The Amazon is a ... and a

- 3 Write about places in your country. Use words from exercise 1.

*There are a lot of forests in Galicia.
The River Ebro runs through Logroño.*

- 4 2.08 **DICTATION** Listen and write five sentences.

- 5 2.09 Listen to the information about Laura and Emily. Then order sentences a–f.

1 c

- a sail from Panama to Ecuador
- b ski across the Arctic
- c climb Mount Kilimanjaro
- d cycle through the USA
- e climb the Andes
- f sail across the Atlantic to Boston



- 6 2.09 Listen again and answer the questions.

- 1 What were the girls doing when they decided to climb Mount Kilimanjaro?
- 2 How long was the trip from the North Pole to the equator?
- 3 Where were they skiing when Laura fell through the ice?
- 4 How far did they cycle in North America?
- 5 What was the problem while they were cycling?
- 6 Were their families waiting for them in Panama?

Vocabulary and listening

Geographical features

Aims

- Learn words for geographical features.
- Write about places in your country.
- Listen for detail by doing a dictation.
- Listen to a conversation about a dangerous journey.
- Listen for general meaning and specific details.

Warm-up

- With books closed, ask students if there are any famous mountains, lakes or rivers in their country.

Exercise 1 2.07

- Students check the meaning of the words in the box if necessary, then use them to complete the names.
- Play the CD for students to check their answers.
- Model and drill the pronunciation of any new words.

ANSWERS

- | | | |
|-------------|----------|----------|
| 2 Lake | 5 Forest | 8 Falls |
| 3 Pole | 6 River | 9 Sea |
| 4 Mountains | 7 Desert | 10 Ocean |

Exercise 2

- Do the first sentence with the class as an example.
- Students complete the sentences.

ANSWERS

- | | | |
|-------------|----------|-----------------|
| 1 mountains | 3 Pole | 5 Sea |
| 2 desert | 4 Oceans | 6 river, forest |

Exercise 3

- Students write sentences about their country.
- Ask some students to read their sentences for the class.

ANSWERS

Students' own answers.

Exercise 4 Dictation 2.08

- Tell students they are going to listen to five sentences.
- Play the CD and tell students just to listen.
- Play the CD again and tell students to write the sentences.

ANSWERS

- 1 We were sailing across the ocean.
- 2 The sun was shining.
- 3 My friends weren't walking in the forest.
- 4 They were climbing in the mountains.
- 5 It wasn't snowing.

Exercise 5 2.09 Tapescript page T121

- Explain to students that they are going to listen to a conversation about a dangerous journey.
- Play the CD, then ask students to order the sentences.

ANSWERS

- 1 c 2 b 3 f 4 d 5 a 6 e

Exercise 6 2.09 Tapescript page T121

- Allow students time to read the questions.
- Play the CD again and ask students to answer the questions.
- Ask students to compare their answers in pairs before you check with the class.

ANSWERS

- 1 They were reading an article.
- 2 17,000 kilometres.
- 3 They were skiing across the Arctic.
- 4 8,000 kilometres
- 5 The high temperatures were a problem.
- 6 No, they weren't. Their families were waiting in Quito.

+ Optional activity: Vocabulary

Play Twenty Questions to practise the vocabulary of geographical features.

To demonstrate the game, tell students that you are thinking about a famous geographical feature somewhere in the world. Ask students to ask you yes / no questions to find out what it is, e.g. *Is it a river? Is it a mountain? Is it in Spain?*

Students can then take turns to think of a geographical feature, which the class tries to guess.

Artistic and cultural competence

This activity will help your students to develop their own creative abilities.

+ Optional activity: Listening

Dictate these sentences to the class:

- 1 The girls' adventure started in Greenland.
- 2 The temperature was sometimes 50 degrees in the USA.
- 3 There are pirates in Ecuador.
- 4 The girls cycled to Quito.

Ask students to work in pairs and try to decide from memory if the sentences are true or false. Play the CD again, pausing to allow students to check their answers.

This activity will help your students to understand different types of oral texts.

ANSWERS

- 1 True.
- 2 False (it was sometimes 40 degrees).
- 3 False (there are pirates between Panama and Ecuador).
- 4 False (they walked and climbed the Andes).

Competence in linguistic communication

This activity will help your students to understand different types of oral text.

Further practice

⇒ Workbook pages 34 and 106

Grammar

Past continuous: questions

Aims

- Learn the question forms of the past continuous.
- Write questions using the past continuous.

Warm-up

- Refer students back to exercise 6 on page 40.
- Focus on the verb forms and elicit that some use the past continuous form.
- Tell students they are going to practise forming questions in the past continuous.

Exercise 1

- Read through the table with the class.
- Students copy and complete the table.
- Check answers with the class.
- Read out the yes / no questions and elicit the short answers.

ANSWERS

- | | |
|----------|--------|
| 1 you | 4 were |
| 2 Was | 5 she |
| 3 skiing | |

LANGUAGE NOTE In past continuous questions, we use *was / were*, rather than *did*: *Were you watching TV?* NOT *Did you watching TV?*

Point out that *was / were* comes before the subject: *Were they sleeping?* NOT *They were sleeping?*

Exercise 2

- Students write the questions and answers.
- Check answers with the class.

ANSWERS

- 1 Where was she travelling? In Canada.
- 2 When were the explorers sailing? In March.
- 3 Were you walking in July? No, I wasn't.
- 4 Were your friends kayaking in Italy? No, they weren't.
- 5 Where were they kayaking? In Ireland.
- 6 Were you climbing in November? Yes, I was.

Exercise 3

- Students write the questions.
- Ask students to compare their answers in pairs.
- Check answers with the class.

ANSWERS

- 1 When were you travelling?
- 2 Was he skiing?
- 3 Were they sailing?
- 4 Where were you swimming?
- 5 What were they doing?

Past simple and past continuous

Aims

- Learn the rules for using the past simple and past continuous.
- Practise using the past simple and past continuous.

Exercise 4

- Read through the examples with the class and elicit which are in the past simple and which the past continuous.
- Ask students to complete the rules in pairs.

ANSWERS

- | | | |
|-------------------|-------------------|-------------------|
| 1 past continuous | 3 past simple | 5 past simple |
| 2 past simple | 4 past continuous | 6 past continuous |

LANGUAGE NOTE We can put the short action or the longer action first in a sentence, with the same meaning:

They were skiing across the Arctic when she fell.

She fell while they were skiing across the Arctic.

We usually use *when* before the short action and *while* before the longer action:

He fell while he was climbing. NOT *He fell when he was climbing.*

He was climbing when he fell. NOT *He was climbing while he fell.*

Exercise 5

- Students complete the sentences with the correct forms.

ANSWERS

- 1 He was swimming in the ocean when he saw the shark.
- 2 They met while they were walking near the river.
- 3 Peter had an accident while he was skiing.
- 4 I wasn't wearing a cycle helmet when I fell off my bike.
- 5 Our friends weren't sleeping when we phoned them.
- 6 They didn't see any people while they were travelling through the desert.

Exercise 6

- Students match the halves and write the sentences.
- Check answers with the class.

ANSWERS

- 2 They saw penguins while they were skiing to the South Pole.
- 3 I learnt Portuguese while I was driving through Brazil.
- 4 Lorna skied in the Pyrenees while she was staying in Spain.
- 5 We met an Aborigine while we were cycling across Australia.

Fast finisher

- Refer fast finishers to the Fast finisher activity.
- Students can compare sentences with another fast finisher.
- Alternatively, fast finishers can read their sentences to the rest of the class, and students can decide which was the best trip.

Further practice

⇒ Workbook page 35

⇒ Grammar reference, Workbook page 88

Grammar

Past continuous: questions

- 1 Copy and complete the table with the words in the box.

skiing Were Was were you she

Question word	was / were	Subject	Verb + -ing
—	Were	(1) ...	sleeping?
—	(2) ...	the girl	swimming?
—	Were	they	(3) ...?
When	(4) ...	your friends	cycling?
How	was	(5) ...	travelling?

➡ Workbook page 88

- 2 Write questions and answers using the past continuous.

Ana / travel / in January? (Yes)

Was Ana travelling in January? Yes, she was.

- where / she / travel? (in Canada)
- when / the explorers / sail? (March)
- you / walk / in July? (No)
- your friends / kayak / in Italy? (No)
- where / they / kayak? (in Ireland)
- you / climb / in November? (Yes)

- 3 Write questions for the blue answers.

She was cycling **in the forest**.

Where was she cycling?

- I was travelling **in March**.
- No**, he wasn't skiing. He was walking.
- Yes, they were **sailing**.
- We were swimming **in a lake**.
- They were **climbing**.

Fast finisher

Invent sentences about a world trip.

see stay meet visit swim
climb walk through

I saw the river Nile in Africa.

Past simple and past continuous

- 4 Study the examples. Then complete the rules with **past simple** and **past continuous**.

Examples

a *They were skiing across the Arctic when Laura fell through the ice.*

b *They decided to climb Mount Kilimanjaro while they were reading an article.*

RULES

We use the (1) ... when we talk about actions in progress in the past and the (2) ... for finished actions.

The (3) ... describes the shorter actions in the examples, and the (4) ... describes the longer actions.

We often use *when* before the (5) ... and *while* before the (6) ...

➡ Workbook page 88

- 5 Rewrite the sentences. Use the past simple and the past continuous in each sentence.

He (not look) when he (fall) through the ice.

He wasn't looking when he fell through the ice.

- He (swim) in the ocean when he (see) the shark.
- They (meet) while they (walk) near the river.
- Peter (have) an accident while he (ski).
- I (not wear) a cycle helmet when I (fall off) my bike.
- Our friends (not sleep) when we (phone) them.
- They (not see) any people while they (travel) through the desert.

- 6 Match the sentence halves and write complete sentences.

Joe spoke Spanish while he was travelling through Peru.

past simple

- Joe (speak) Spanish
- They (see) penguins

- I (learn) Portuguese

- Lorna (ski) in the Pyrenees

- We (meet) an Aborigine

past continuous

- (stay) in Spain
(drive) through Brazil
(ski) to the South Pole
(cycle) across Australia
(travel) through Peru

How to: express interest

- 1  2.10 Listen to the dialogue. Where did Shaun see the skateboarders?

Leah That's amazing! Is that your photo, **Shaun**?

Shaun Yes, do you like it?

Leah Yeah. **Where were you when you saw that?**

Shaun I was **on holiday in Madrid**. **These people were doing tricks on their skateboards.**

Leah Really? Why **were they** doing that?

Shaun **It was a show.**

Leah Did you try it?

Shaun You're kidding! **I can't skateboard.**

Leah Yeah, well it's a great photo. Well done!



- 2  2.11 Listen to the key phrases. Then practise the dialogue.

KEY PHRASES

That's amazing!
Really?
You're kidding!
Well done!

- 3 Think of amazing things to tell your partner.

I climbed Everest
yesterday.

Really? That's amazing!

- 4 Look again at the dialogue in exercise 1. Which of the **blue** phrases can you replace with sentences 1–4?

- 1 This woman was diving.
- 2 I don't like the water.
- 3 It was a competition, I think.
- 4 When did you take this?

- 5 Look again at the dialogue in exercise 1 and the photo below. Change the **blue** phrases and practise your new dialogue with a partner.



Speaking

How to: express interest

Aims

- Listen to a conversation about an interesting event.
- Learn key phrases for expressing interest.
- Practise expressing interest.

Warm-up

- Ask students to tell you something interesting that they did last summer.
- Respond with interest, for example by saying *Really? Or You're kidding!*
- Ask the class what you are doing, and elicit that you are showing you are interested.

Exercise 1 2.10

- Play the CD. Students read and listen.
- Ask students the question.

ANSWER

Shaun was on holiday in Madrid when he saw the skateboarders.

Exercise 2 2.11

- Play the CD and ask students to read the key phrases.
- Ask students to find the key phrases in the dialogue and translate them into their own language.
- Students practise the dialogue.

Exercise 3

- Students prepare their ideas individually, then work in pairs to tell their partner their amazing things and express interest.
- Monitor while students are working, and encourage them to use stress and intonation to show that they are interested.

Exercise 4

- Students work in pairs and decide which of the phrases can be replaced.

ANSWERS

- 1 These people were doing tricks on their skateboards.
- 2 I can't skateboard.
- 3 It was a show.
- 4 Where were you when you saw that?

Exercise 5

- Students work in pairs to change the phrases in the dialogue and then practise it.
- Encourage students to use the correct stress and intonation.

+ Optional activity: Speaking

Ask students to work individually and think of something amazing to tell their partner. Tell students it can be either real or imagined, but they must think about what they saw, and where and when they saw it.

This preparation could be set for homework, and students could bring in photographs of what they saw, either their own photos or photos from the internet if they are inventing something.

Put students into pairs and ask them to use their ideas to produce their own dialogues. They can use the dialogue in exercise 1 as a model, or invent their own, but they must use some of the phrases from exercise 2 to express interest.

When students are ready, they can practise their dialogues in pairs. Monitor, and encourage them to use stress and intonation to express interest.

Ask some students to perform their dialogues for the class.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help develop students' creative abilities. It will also help them to work appropriately in groups.

Writing

How to: write a story about a rescue

Aims

- Study a model story about a rescue.
- Learn about *when*, *while* and *as soon as*.
- Write a story about a rescue.

Warm-up

- With books closed, ask students to think about Laura and Emily skiing across the Arctic.
- Ask students if they can remember what happened to Laura (she fell through the ice).
- Ask what happened after that. Elicit that when she woke up she was in hospital, so someone rescued her.
- Write the word *rescue* on the board, and ask students what other situations can lead to a rescue.

Exercise 1

- Students read the model text and answer the questions.
- Check answers with the class.

ANSWERS

- 1 Answers in students' own language.
- 2 past continuous and past simple
- 3 The surfer. The pronoun is necessary. Remind students that we cannot usually leave out personal pronouns in English.

Exercise 2

- Read through the key phrases with the class.
- Ask students to find the key phrases in the model text and translate them into their own language.

Exercise 3 Language point: *when*, *while*, *as soon as*

- Ask students to find examples of *when*, *while* and *as soon as* in the model text.
- Elicit the difference in meaning between them (we use *when* + past simple and *while* + past continuous; we use *as soon as* when an action follows immediately after another).
- Students work individually to choose the correct words.
- Check answers with the class.

ANSWERS

- | | |
|--------------|--------------|
| 1 while | 3 as soon as |
| 2 As soon as | 4 When |

Exercise 4 Writing guide

- Read the task with the class.
- Students think about and plan their stories individually.
- Students write their stories. This can be set for homework.
- Tell students to check their work, and check they have used *there was*, *there were* and past simple and past continuous verbs correctly.

+ Optional activity: Writing

To practise *when*, *while* and *as soon as*, ask students to write one sentence using each. Put students into pairs and ask them to read their sentences to their partner, leaving out *when*, *while*, or *as soon as*. Their partner must guess which word is missing.

When students have finished working in their pairs, ask some students to read their sentences to the class, leaving out *when*, *while* or *as soon as*. Ask other members of the class to guess the missing word.

Competence in linguistic communication, social skills and citizenship

This activity will help your students to reflect on the way language works and its rules. It will also help them to work appropriately in pairs.

Further practice

⇒ Workbook page 37

End-of-unit activities

Progress review

⇒ Workbook pages 38–39

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as the phrases taught in 'How to' sections. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation.

★ For students who need extra help:

⇒ Teacher's Resource Book ★ vocabulary and grammar
⇒ Grammar reference, Workbook page 88

★★ For students who need more practice:

⇒ Teacher's Resource Book ★★ vocabulary and grammar
⇒ Grammar reference, Workbook page 88
⇒ Vocabulary puzzles, Workbook page 106

★★★ For students who need extra challenge:

⇒ Teacher's Resource Book ★★★ vocabulary and grammar
⇒ Extra listening and speaking, Student's Book page 95
⇒ Curriculum extra, Student's Book page 103
⇒ Project, Student's Book page 111

Tests

⇒ Unit 4 Tests

Writing

How to: write a story about a rescue

1 Read the model text and answer the questions.

- 1 What is 'while' in your language?
- 2 What are the two tenses in the **blue** sentence in the second paragraph?
- 3 Who is 'He' in the third paragraph? Is this pronoun necessary?

A Brave Rescue

The rescue happened **while** we were on holiday in Hawaii last July. It was really amazing and I was lucky to get a photo of it.

I was with my family and we were in a boat. **We were exploring the islands when we saw three people on a beach.** There was a man and two boys and they were shouting. Lava was coming from the mountain behind them. A surfer on a different island was also watching, and as soon as he saw the problem, he went to the people with his surfboard.

The surfer went to the beach three times and rescued the three people. **He** was very brave because the volcano was very hot and the sea was dangerous.

2 Study the key phrases.

KEY PHRASES

It happened while ...
I was lucky to ...
As soon as he saw ...

Language point: *when, while, as soon as*

3 Choose the correct words.

- 1 I saw the shark **while** / **when** I was swimming.
- 2 **As soon as** / **While** I saw it, I swam to the boat.
- 3 Fire! Fire! Find help **when** / **as soon as** you can!
- 4 **When** / **While** he saw the accident, he went to help.

4 Look at the photo and follow the steps in the writing guide.



Writing guide

A Task

Imagine that you took the photo. Write a story with the title *A Brave Rescue*.

B Think and plan

- 1 Where were you and when did the rescue happen?
- 2 What were you doing when the rescue happened?
- 3 What happened to the person on the stretcher?
- 4 How did the rescuers know about this situation?
- 5 Why was the situation dangerous?
- 6 How did the situation end?

C Write

Paragraph 1: The situation

The rescue happened ...

Paragraph 2: The people and the rescue

There was / were ...

Paragraph 3: The end and your opinion

The rescuers ...

D Check

- *there was, there were*
- past simple and past continuous verbs

unit 5 Clever

Start thinking

- 1 Do you know the names of any composers, writers or painters?
- 2 What is a child prodigy?
- 3 Which animals are intelligent?

Aims

Vocabulary

- Skills and people
- Adjectives

Grammar

- Ability: *can* and *could*
- Questions with *how*
- Comparative and superlative adjectives

Communication

- Say what you know
- Compare ideas for a present
- Write a biography

English plus Options +



Song

Did It Again

→ Page 92



Extra listening and speaking

Buying tickets

→ Page 96



Curriculum extra

Natural science:
Adapting to the environment

→ Page 104

Vocabulary

Skills and people

- 1 2.15 Read the *Clever Kids Quiz* on page 45 and complete the table with the verbs and nouns. Then listen and check.

Skill (verb)	Person (noun)
paint	painter
write	(1) ...
dance	(2) ...
(3) ...	programmer
cook	cook
(4) ...	composer
(5) ...	player
win	(6) ...
sing	(7) ...

- 2 Do the *Clever Kids Quiz* with a partner.

How to: say what you know

- 3 Study the key phrases and say what you know about the people in the box.

KEY PHRASES

I don't know **anything** about ...

I don't know **much** about ...

I know **a bit** about ...

I know **something** about ...

I don't know much about Jane Austen. I think she was an English writer.

Jane Austen	Kaká	J.K. Rowling
Venus Williams	José Carreras	Francisco Goya
Nelly Furtado	William Shakespeare	Vincent van Gogh
Ferran Adrià		

Study strategy: learning words in groups

- 4 Add two words to each item.

write *writer, writing*

1 paint 2 compete 3 compose 4 sing

Pronunciation: word stress → Workbook page 101

unit 5 **Clever**

Unit summary

Vocabulary

Core vocabulary:

Skills and people: *compose, composer, cook, dance, dancer, paint, painter, play, player, program, programmer, sing, singer, win, winner, write, writer*

Adjectives: *aggressive, artistic, common, domesticated, fast, heavy, intelligent, light, peaceful, practical, rare, slow, stupid, wild*

Grammar

Ability: *can* and *could*

Questions with *how*

Comparative and superlative adjectives

Communication

Say what you know

Compare ideas for a present

Write a biography

English plus Options

Song: Did It Again (p.92)

Extra listening and speaking: Buying tickets (p.96)

Curriculum extra: Natural science: Adapting to the environment (p.104)

Key competences

Learning to learn: Learning words in groups (p.44)

Competence in social skills and citizenship: Prodigy (p.46)

Artistic and cultural competence: The Clever Kids Quiz (p.45)

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

- 1 Students' own answers.
- 2 A prodigy is a child with exceptional abilities at a young age.
- 3 Possible answers: gorillas, monkeys, whales, dolphins, elephants, pigs

Vocabulary

Skills and people

Aims

- Learn vocabulary for skills and people.
- Learn phrases for saying what you know.
- Practise saying what you know.
- Do a quiz on clever kids.
- Learn how to learn words in groups.

Warm-up

- With books closed, write the word *clever* on the board and elicit the meaning.
- Name a few famous artists, musicians or scientists and ask students if these people are / were clever.
- Ask students to name some more clever people.

Exercise 1 2.15

- Focus on the table with the class, then ask students to read the quiz to find the words missing from the table. Tell students that they shouldn't do the quiz at this stage, just read it.
- Play the CD so that students can check their answers. Drill the pronunciation of the new words if necessary.

ANSWERS

- | | |
|-----------|----------|
| 1 writer | 5 play |
| 2 dancer | 6 winner |
| 3 program | 7 singer |
| 4 compose | |

Exercise 2

- Students work in pairs to do the quiz.
- Check answers with the class.

ANSWERS

- | | |
|-----------------|----------------|
| 1 Salvador Dalí | 5 symphony |
| 2 Henry Ford | 6 lens |
| 3 Lorca | 7 Java, C++ |
| 4 prince | 8 The X Factor |

Exercises 3–4

- See page T45.

How to: say what you know

Exercise 3

- Read the key phrases with the class.
- Check understanding of the phrases, for example by asking students to translate them into their own language.
- Model and drill pronunciation of the phrases, encouraging students to use the correct intonation.
- Focus on the example, then ask students to work in pairs to say what they know.

ANSWERS

Students' own answers.

Study strategy: learning words in groups

Exercise 4

- Point out that it is a good idea to learn words in groups.
- Focus on the example, then ask students to work individually to add the words.
- Check answers with the class.

ANSWERS

- 1 paint, painter, painting
- 2 compete, competitor, competition
- 3 compose, composer, composition
- 4 sing, singer, song

Pronunciation: word stress

⇒ Workbook page 101

Teaching notes page T127

+ Optional activity: Vocabulary

To practise or revise the vocabulary set in a fun way, play Twenty Questions. Demonstrate the activity by referring students back to the vocabulary in exercise 1. Tell the class you are thinking about a famous person who has one of these skills. Students must ask yes / no questions to guess who it is, for example: *Is it a man? Is he a singer? Does he sing with a band?* The student who guesses the correct answer then thinks of a famous person who has one of the skills in exercise 1.

Competence in linguistic communication

This activity will help your students to understand and apply language rules.

+ Optional activity: Vocabulary

To practise the phrases for saying what you know, ask students to work individually and make a list of five famous people, including a mixture of people they know something about and people they don't know anything about. Students can then compare their lists in pairs and compare what they know about the people.

Ask some students to feed back to the class on whether their partner knew more than they did, and what interesting things they learned about the people on their lists.

Competence in social skills and citizenship

This activity will help students to work appropriately in pairs.

Further practice

⇒ Workbook page 40

The Clever Kids Quiz

Pablo Picasso painted this when he was nine years old. Which of these painters was Spanish?

- a** Leonardo da Vinci
- b** Salvador Dalí
- c** Vincent van Gogh



1

The flamenco dancer Sara Baras first started dancing at eight years old. Which of these is not a type of dance?

- a** tango
- b** ballet
- c** symphony



5

Mozart started to compose music when he was five. Which of these people wasn't a composer?

- a** Ludwig van Beethoven
- b** Henry Ford
- c** Manuel de Falla



2

Will Jenkins was the winner of a photography competition when he was eight. Which of these is a part of a camera?

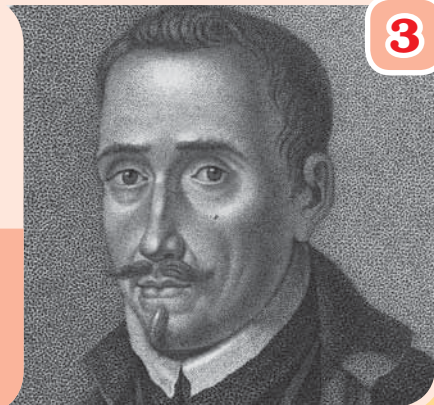
- a** lens
- b** mouse
- c** printer



6

Lope de Vega wrote his first play when he was twelve. Which writer wrote *Yerma*?

- a** Cervantes
- b** Shakespeare
- c** Lorca



3

S. Chandrasekhar started to program computers when he was seven years old. Which of these are computer languages?

- a** Java
- b** Chinese
- c** C++



7

Judit Polgár played in international chess competitions when she was eight. Which of these is not a chess piece?

- a** king
- b** prince
- c** queen



4

Now a famous singer, Leona Lewis wrote her first song when she was twelve. In which TV competition did Leona sing?

- a** Big Brother
- b** The X Factor
- c** Survivor



8

1  2.19 Read and listen to the text. Then choose the correct summary from a–c.

- a Prodigies usually have easy lives.
- b Prodigies always have normal lives.
- c Prodigies never have normal lives.

Prodigy

Young children can usually speak one or maybe two languages, but at the age of eight Wendy Vo could speak eleven languages fluently, including English, Chinese, Russian and Arabic. She also studied music, and composed forty-four songs before she was seven. Another child genius, S. Chandrasekhar, could program his father's computer when he was seven. At ten he did exams and two years later he went to university.



Prodigies are children with incredible talents. Scientists say that a lot of prodigies are born with their talents, but their parents also help them. Sometimes children and parents have got the same interests. For example, Picasso's father was an artist, Mozart's father was a musician, and Sara Baras's mother was a dancer.

The parents of prodigies can also be very ambitious or strict. When János Starker, a famous cello player, was young, his mother trained their parrot to say 'Practise, János, practise!'. Another musical prodigy practised for eight hours every day and her father punished her when she played a wrong note.

Life can be difficult for prodigies. You can't relax if you're practising for eight hours a day, and you can't make friends at university if you're only twelve. So it can be great to be a genius, but maybe it's better to have a normal life.

Build your vocabulary

help	punish	make friends
train	relax	

2 Read the text again and answer the questions.

- 1 How was Wendy Vo different from other children?
- 2 How old was S. Chandrasekhar when he went to university?
- 3 Have all prodigies got the same interests as their parents?
- 4 Which adjectives describe the parents of some prodigies?
- 5 Why did the girl's father punish her?
- 6 Why can't some prodigies make friends?

3 **ABOUT YOU** Answer the questions.

- 1 Are you good at a game or sport?
- 2 What's your favourite subject at school?
- 3 How many hours do you study every evening?
- 4 How ambitious are you?
- 5 Do you know the names of any young stars from your country?

Reading

Aims

- Read about prodigies.
- Read for general meaning and specific information.
- Talk about your abilities.

Warm-up

- Focus on the photos and the title of the text. Elicit or explain the meaning of *prodigy*.
- Ask students what kinds of things prodigies can do. Accept all ideas at this stage.

Background

In British schools, children who are recognized as 'gifted' or exceptionally talented are sometimes given extra lessons by their school, or may attend special classes for similarly gifted children after school or during school holidays.

Exercise 1 2.19

- Play the CD and ask students to read and listen.
- Students choose the correct summary.
- Check the answer with the class.

ANSWER

c

Exercise 2

- Students read the text again and answer the questions.
- Check answers with the class.

ANSWERS

- 1 She could speak eleven languages.
- 2 He was twelve.
- 3 No, but some prodigies and their parents have the same interests.
- 4 ambitious, strict
- 5 Because she played a bad note.
- 6 Because the people that they go to school with are older.

Build your vocabulary

- Ask students to find the words and phrases in the text and work out the meanings.
- Check understanding of the words and phrases, for example by asking students to translate them into their own language.

⇒ Workbook page 44

Exercise 3

- Read through the questions with the class and make sure that students understand everything.
- Ask students to prepare their answers to the questions individually.
- Students can ask and answer the questions in pairs.
- Ask some students to report back on their partner's answers and opinions.

ANSWERS

Students' own answers.

+ Optional activity: Reading

Dictate these sentences to the class, or write them on the board. Ask students to read the text again and decide if they are true or false, and to correct any that are false.

- 1 Wendy Vo composed a lot of songs when she was seven years old.
- 2 S. Chandrasekhar was a good computer programmer.
- 3 Scientists think that prodigies don't have their talents when they are born.
- 4 János Starker's mother used a pet to encourage her son to practise.
- 5 The writer of the text thinks it's better to be a normal person than a genius.

ANSWERS

- 1 False (she composed forty-four songs before she was seven).
- 2 True.
- 3 False (they think a lot of them are born with their talents).
- 4 True (she trained their parrot to say 'Practise, János, practise!').
- 5 True.

Competence in linguistic communication

This activity will help your students to understand different types of text in detail.

+ Optional activity: Language

With books closed, dictate these sentences to the class or write them on the board. Pause or cough to indicate a gap.

Ask students to work in pairs and complete the sentences.

- 1 ____ the age of eight Wendy Vo could speak eleven languages.
- 2 She ____ studied music, and composed forty-four songs.
- 3 He could program his father's computer ____ he was seven.
- 4 ____ ten he did exams.

Check answers with the class, or allow students to check their answers in the text. Point out that these sentences all contain phrases for talking about someone's life, which may be useful when students write a biography later.

ANSWERS

- | | |
|--------|--------|
| 1 At | 3 when |
| 2 also | 4 At |

Competence in linguistic communication

This activity will help students to reflect on the way language works and its rules.

Further practice

⇒ Workbook page 44

Grammar

Ability: *can* and *could*

Aims

- Learn *can* and *could* for ability in the present and past.
- Write about abilities using *can* and *could*.
- Listen for detail by doing a dictation.

Warm-up

- Refer students back to the reading text on page 46. Read the first sentence with the class and ask which verbs refer to ability (*can* and *could*).
- Elicit or explain that we use *can* to talk about ability in the present, and *could* to talk about ability in the past.
- Ask students to find examples of *can* and *could* in the text.

Exercise 1

- Read through the table with the class.
- Students decide whether the sentences are true or false.

ANSWERS

- 1 True 2 True 3 False

LANGUAGE NOTE We use *can* for ability in the present, and *could* for ability in the past: *I can swim now. I could swim when I was three.* NOT ~~*I can swim when I was three.*~~

The verbs *can* and *could* don't add -s after *he, she* and *it*: *He can dance.* NOT ~~*He cans dance.*~~

After *can* and *could*, we use the infinitive without *to*: *I can speak English.* NOT ~~*I can to speak English.*~~

Point out that the negative forms are *can't* and *couldn't*: *He can't paint.* NOT ~~*He doesn't can paint.*~~

Exercise 2

- Students correct the sentences.

ANSWERS

- 1 I can't swim.
2 I couldn't speak English when I was seven.
3 They can't paint.
4 He can dance.
5 She can play chess.

Exercise 3 Dictation 2.20

- Tell students they are going to listen to five sentences.
- Play the CD and tell students just to listen.
- Play the CD again and tell students to write the sentences.

ANSWERS

- 1 She can speak four languages.
2 She can't understand Russian.
3 I couldn't program the computer.
4 I don't know anything about computers.
5 They could play chess when they were younger.

Exercise 4

- Students complete the text.

ANSWERS

- 1 could 3 walk 5 can
2 spell 4 can't

Exercise 5

- Students write their own sentences.
- Ask them to compare their answers in pairs.

ANSWERS

Students' own answers.

Questions with *how*

Aims

- Learn about questions using *how*.
- Practise writing questions using *how*.

Exercise 6

- Students translate the questions into their own language.
- Model and drill the pronunciation of one or two questions.

ANSWERS

Answers in students' own language.

LANGUAGE NOTE We use *How* + adjective / adverb + verb + subject: *How old are you?* NOT ~~*How old you are?*~~

We use *How many* to ask about quantity, and *How often* to ask about frequency: '*How many brothers have you got?*' '*Two.*' '*How often do you do exercise?*' '*Three times a week.*'

Exercise 7

- Students work individually to match the question halves.
- Ask students to ask and answer the questions in pairs.

ANSWERS

- 1 e How far can you swim?
2 f How strict is your teacher?
3 b How often do you go to the cinema?
4 d How intelligent are your friends?
5 a How many people are in your class?
6 c How much cola do you drink?
7 g How tall are you?

Exercise 8

- Read the instructions and the example with the class.
- Students work individually, then compare answers in pairs.

ANSWERS

- 1 How long is his hair?
2 How long did he play a guitar for?
3 How high did he jump?
4 How fast did he travel?
5 How many times did he climb Everest?

Further practice

⇒ Workbook page 41

⇒ Grammar reference, Workbook page 90

Grammar

Ability: *can* and *could*

- 1 Study the table. Then write *true* or *false* for sentences 1–3.

	Affirmative	Negative
Present	I can speak two languages.	We can't speak French.
Past	She could speak ten languages.	Her friends couldn't understand.

➡ Workbook page 90

- We don't use *to* after *can* and *could*.
- We don't add *-s* to the *he / she / it* forms.
- We use *don't* in the negative forms.

- 2 Correct the sentences.

- I ~~can't to~~ swim. °
- I ~~can't speak~~ English when I was seven. °
- They ~~don't can~~ paint. °
- He ~~cans~~ dance. °
- She ~~can to play~~ chess. °

- 3  2.20 **DICTATION** Listen and write five sentences.

- 4 Complete the text with the words in the box.

couldn't can can't could walk spell

YOU CAN DO IT!

People can do most things, if they try.

- Beethoven *couldn't* hear when he composed his 9th symphony, but he (1) ... imagine the music.
- Agatha Christie couldn't (2) ... , but she wrote 80 detective books.
- Franklin D. Roosevelt had polio and couldn't (3) ... , but he became President of the USA.
- Some disabled athletes (4) ... run, but they (5) ... compete in the Paralympic Games.

- 5 Write about your abilities now and in the past using the affirmative and negative.

When I was three, I couldn't program a computer.

Now I can ...

Questions with *how*

- 6 Translate the questions.

- How old was he when he went to university?
- How often do you play volleyball?
- How ambitious are you?
- How many languages can you speak?

➡ Workbook page 90

- 7 Match 1–7 with a–g to make questions. Then ask and answer the questions with your partner.

- | | |
|---------------------------|----------------------|
| 1 How far can ... | a are in your class? |
| 2 How strict is ... | b go to the cinema? |
| 3 How often do you ... | c do you drink? |
| 4 How intelligent are ... | d your friends? |
| 5 How many people ... | e you swim? |
| 6 How much cola ... | f your teacher? |
| 7 How tall ... | g are you? |

- 8 Read the sentences. Then make questions about 1–5 with *How* and the words in the box.

many times fast far long long high

How far did he swim?

David Meca swam 110 kilometres from Javea to Ibiza.

- Yam Bhandari's hair is 2.9 metres long.
- Jef Sarver played a guitar for 48 hours.
- Danny Way jumped 7 metres high on a skateboard.
- Chris Carr travelled at more than 600 kilometres per hour on a special motorcycle.
- Ang Rita Sherpa climbed Everest 5 times between 1983 and 1996.



Vocabulary and listening

Adjectives

- 1 2.21 Find pairs of adjectives. Then listen and check.

artistic / practical

artistic	common	intelligent	peaceful	wild
heavy	rare	fast	slow	aggressive
practical	stupid	light	domesticated	

- 2 Describe the animals in 1–5 with three adjectives from exercise 1. Use *not very*, *quite*, *very* and *really*.

cat *Cats are domesticated, quite fast and very common.*

- | | |
|------------|----------|
| 1 elephant | 4 whale |
| 2 dog | 5 monkey |
| 3 octopus | |

- 3 2.22 Choose the correct options. Then listen to Sophie and Joe talking about the article. Check your answers.

- 1 Octopuses can remember people's **names** / **faces**.
- 2 Octopuses **can** / **can't** change colour.
- 3 Elephants **can** / **can't** understand human language.
- 4 Dogs can learn a lot of **vocabulary** / **grammar**.

- 4 2.22 Listen again and complete the sentences.

- 1 The elephant is more ... than Joe.
- 2 Elephants are the most ... animal.
- 3 ... learn faster than elephants.
- 4 An elephant's brain is bigger than a ... brain.
- 5 Sophie's ... is the most stupid animal on the planet.



Intelligent animals



Vocabulary and listening

Adjectives

Aims

- Learn adjectives used to describe people and animals.
- Listen to a conversation about animals.
- Listen for general meaning and specific details.

Warm-up

- With books closed, ask students to work in pairs and write down as many words for animals in English as they can in two minutes.
- Elicit words for animals from the class and write them on the board.
- Point to one of the animal words and ask students what they know about this animal. Elicit some adjectives to describe it, and write them on the board. Do the same with two or three more of the animal words.
- Ask students which animals they think are clever.

Exercise 1 2.21

- Focus on the example. Ask students to work in pairs to find pairs of adjectives.
- Check that students understand all the adjectives, for example by asking them to translate the words into their own language.
- Model and drill the pronunciation of any adjectives that are new to students.

ANSWERS

common / rare
intelligent / stupid
peaceful / aggressive
wild / domesticated
heavy / light
fast / slow

Exercise 2

- Read the instructions with the class. Check that students understand the animal words, and check that they understand the difference between *not very*, *quite*, *very* and *really*.
- Ask students to prepare their answers individually, then compare their answers in pairs.
- Ask students to report back to the class on how they described the animals.

ANSWERS

Students' own answers.

Exercise 3 2.22 Tapescript page T121

- Ask students to work in pairs to choose the correct answers.
- Play the CD. Students listen and check their answers.
- Check answers with the class.

ANSWERS

1 faces
2 can
3 can
4 vocabulary

Exercise 4 2.22 Tapescript page T121

- Allow students time to read the sentences.
- Play the CD again and ask them to complete the sentences.
- Allow students to compare their answers in pairs.

ANSWERS

1 artistic
2 intelligent
3 Monkeys
4 monkey's
5 dog

+ Optional activity: Vocabulary

Play a guessing game to practise the adjectives.

Elicit names of about twenty wild and domesticated animals and write them on the board. Ask students to work in pairs and write a description of one of the animals, using adjectives from exercise 1, but not saying what the animal is. Demonstrate with your own description or read out this one: *This is a wild animal. It lives in Africa and it's very aggressive. It kills other animals for food.* (lion)

Ask pairs to read out their descriptions, for other students to guess. You could make the game competitive by awarding a point to the first pair to guess each animal correctly.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help develop your students' own creativity. It will also help them to work appropriately in pairs.

+ Optional activity: Listening

Dictate these questions to the class.

Put students into pairs and ask them to answer the questions from memory.

- 1 What do octopuses enjoy doing?
- 2 When do they change colour?
- 3 What have elephants and octopuses both got?
- 4 What kind of animal is Betsey?
- 5 Why is it a prodigy?

Play the recording again, pausing to allow students to check their answers.

ANSWERS

- 1 They like having fun.
- 2 When they are happy, sad or angry.
- 3 They've both got good memories.
- 4 A dog.
- 5 Because it can understand 340 different words.

Competence in linguistic communication, social skills and citizenship

This activity will help your students to understand different types of oral text. It will also help them to work appropriately in pairs.

Further practice

➡ Workbook pages 42 and 107

Grammar

Comparative and superlative adjectives

Aims

- Learn comparative and superlative forms of adjectives.
- Make sentences using comparative and superlative adjectives.

Warm-up

- With books closed, write the words *elephant* and *monkey* on the board.
- Write the adjectives *big* and *intelligent* on the board and ask students how they can compare the two animals using the adjectives on the board.
- Refer students back to exercise 4 on page 48, and ask them to find examples of how we can compare things in English.
- Focus on the comparative and superlative forms, then ask students to translate the sentences into their own language.
- Elicit that we use comparatives when we are talking about two things, and we use superlatives when we are talking about more than two.

Exercise 1

- Students copy the table and complete it.
- Check answers with the class.
- Read the examples below the table with the class and point out the bold words.

ANSWERS

- | | |
|-----------|------------------------|
| 1 faster | 4 more artistic |
| 2 bigger | 5 the most intelligent |
| 3 noisier | |

LANGUAGE NOTE Short adjectives ending in consonant + vowel + consonant double the final consonant. For adjectives ending in consonant + y, it is necessary to change the y and add *-ier*, *-iest*.

We don't use *more* and *most* with short adjectives: *An elephant is bigger than a monkey.* NOT *An elephant is more big than a monkey.*

Some adjectives are irregular, for example *bad*, *worse*, *worst*.

Exercise 2

- Read through the table with the class. Make sure that students understand the words *dolphin* and *marlin*. Point out that the plural of *marlin* is *marlin* (not *marlins*).
- Students write the sentences.
- Check answers with the class.

ANSWERS

- 1 Atlantic marlin are more aggressive than blue whales.
- 2 Blue whales are longer than common dolphins.
- 3 Atlantic marlin are heavier than common dolphins.
- 4 Blue whales are rarer than Atlantic marlin.
- 5 Atlantic marlin are faster than common dolphins.

Exercise 3

- Read the task and example with the class. Do another example with the whole class if necessary.
- Students write sentences using superlative adjectives.
- Check answers with the class.

SUGGESTED ANSWERS

Atlantic marlin are the most aggressive.

Blue whales are the heaviest.

Blue whales are the rarest.

Atlantic marlin are the fastest.

Common dolphins are the shortest.

Blue whales are the slowest.

Exercise 4

- Ask students to read the text through once, and ask: *Which animals are the enemies of elephants?* (humans)
- Read the task with the class and explain that students need to think about which adjective is correct, then think about whether it should be a comparative or superlative, then think about the correct form.
- Students work individually to complete the text.
- Check answers with the class.

ANSWERS

- | | |
|---------------|--------------------|
| 1 lighter | 4 more aggressive |
| 2 more common | 5 most intelligent |
| 3 biggest | 6 worst |

Exercise 5

- If necessary, go through the list of adjectives with the class and identify which are short adjectives and which are long adjectives.
- Students write their sentences individually, then compare their answers in pairs.
- Encourage them to correct any mistakes in their partner's sentences.
- Ask some students to read out some of their sentences to the class. The class can say whether they agree or disagree.

ANSWERS

Students' own answers.

Fast finisher

- Refer fast finishers to the Fast finisher activity.
- Students can write their questions, then ask and answer their questions with another fast finisher.
- Alternatively, when everyone has finished, ask fast finishers to read their questions to the class and the class can answer them.

Further practice

⇒ Workbook page 43

⇒ Grammar reference, Workbook page 90

Grammar

Comparative and superlative adjectives

1 Copy and complete the table.

	Adjective	Comparative	Superlative
Short adjectives	fast big rare noisy	(1) ... (2) ... rarer (3) ...	the fastest the biggest the rarest the noisiest
Long adjectives	artistic intelligent	(4) ... more intelligent	the most artistic (5) ...
Irregular adjectives	good far	better further	the best the furthest

Examples

- 1 She's **more** intelligent **than** her father.
- 2 They're **the** heaviest animals in the world.

→ Workbook page 90

2 Look at the information. Then make sentences using comparative forms.

	Atlantic marlin	Common dolphin	Blue whale
Population	400,000	2–3 million	11,000
Length	4 metres	2.3 metres	25 metres
Speed	80 km/h	50 km/h	48 km/h
Weight	450 kg	100 kg	150,000 kg
Aggressive	!!!!	!!	!

Atlantic marlin / common dolphins (rare)
Atlantic marlin are rarer than common dolphins.

- 1 Atlantic marlin / blue whales (aggressive)
- 2 common dolphins / blue whales (long)
- 3 Atlantic marlin / common dolphins (heavy)
- 4 blue whales / Atlantic marlin (rare)
- 5 common dolphins / Atlantic marlin (fast)

3 Look at the information again.
 Write four sentences using superlative adjectives.

Blue whales are the longest.



4 Read the text and choose the correct adjective. Then write the comparative or superlative form.

Indian elephants are *smaller* (small / artistic) and (1) ... (heavy / light) than African elephants. There are only about 20,000 Indian elephants in the wild. African elephants are (2) ... (common / far). The (3) ... (noisy / big) population is in Botswana.

Elephants are usually peaceful animals, but they become (4) ... (fast / aggressive) when they are protecting their young. Some people hunt them. Humans are their (5) ... (intelligent / heavy) friends and also their (6) ... (wild / bad) enemies.

5 Invent four sentences with comparative adjectives and four with superlative adjectives.

Rats are more intelligent than fish.

cats
dogs
parrots
rats
fish
monkeys
elephants
humans
whales

intelligent
peaceful
fast
domesticated
clean
funny
common
heavy

→ Fast finisher

Write six questions using comparative or superlative adjectives.

Are humans more intelligent than rats?

How to: compare ideas for a present

- 1  2.23 Listen to the dialogue. Does Gemma agree with Shaun about the posters?

Shaun How long will you be, Gemma?
Can we go now?

Gemma Not yet. I'm looking for a poster
for my dad. He's into art.

Shaun Can I see?

Gemma Yes. What do you think of this?

Shaun It's OK. Who's it by?

Gemma This one's by van Gogh. It's
called *Starry Night*.

Shaun That one's better.

Gemma Do you think so?

Shaun Yes, it's more interesting. The
other one's a bit dark.

Gemma Yes, I think you're right. Thanks,
Shaun.

- 2  2.24 Listen to the key phrases.
Then practise the dialogue.

KEY PHRASES

He's into art.
Who's it by?
That one's better.
The other one's a bit dark.

- 3  2.25 Listen to four types of music from around
the world. Use the adjectives in the box to
describe each type of music.

noisy interesting sad slow fast exciting
modern peaceful wild strange

- 1 Colombian cumbia
- 2 Indonesian gamelan
- 3 American bluegrass
- 4 Japanese taiko drumming

- 4 Answer the questions.

- 1 Do you think that the cumbia music is better than
the gamelan music? Why / Why not?
- 2 Do you think that the taiko drumming is better
than the bluegrass music? Why / Why not?
- 3 Which is the best piece of music? Why?

- 5 Look again at the dialogue in exercise 1.
Imagine that you're buying a CD for a friend.
Change the blue words and practise your
new dialogue with a partner.



Speaking

How to: compare ideas for a present

Aims

- Listen to a conversation about comparing ideas for a present.
- Learn key phrases for comparing ideas for a present.
- Practise making comparisons.
- Practise comparing ideas for a present.

Warm-up

- With books closed, ask students if they ever buy presents. Ask them when and where they buy them.
- Ask them to think about the last present they bought, and say why they chose that present.
- Ask if they ever buy a present with another person.
- Tell them they are going to practise choosing a present with someone else.

Exercise 1 2.23

- Play the CD. Students read and listen.
- Ask students if Gemma agrees with Shaun about the posters.

ANSWER

Yes.

Exercise 2 2.24

- Read through the key phrases with the class.
- Ask students to find the key phrases in the dialogue and translate them into their own language.
- Play the CD. Students listen and repeat the phrases.
- Students practise the dialogue in pairs.

Exercise 3 2.25

- Ask students to write down the four types of music
- Play the CD and ask students to describe the music with the adjectives.
- Ask students to compare their answers in pairs, and ask them to report back on any differences.

ANSWERS

Students' own answers.

Exercise 4

- Ask students to prepare their answers individually, then ask and answer the questions in pairs.
- Ask some students to report back on whether they agreed or disagreed with their partner and why.
- Correct any mistakes in their use of comparatives and superlatives.

ANSWERS

Students' own answers.

Exercise 5

- Refer students back to the dialogue in exercise 1.
- Tell students to work in pairs and change the blue words.
- Students prepare their dialogues and practise them in pairs.
- Ask some students to perform their dialogues for the class.

+ Optional activity: Speaking

Ask students to work in pairs and choose another present for a friend, for example a piece of clothing, a computer game or a book.

Ask them to prepare a dialogue in which they discuss different ones and choose the best one for their friend.

Monitor and help students while they are preparing their dialogues.

When students are ready, they can practise their dialogues in pairs. Tell them that they should try to practise their dialogues without reading from their scripts if possible.

Ask some pairs to perform their dialogues for the class.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help develop students' creative abilities. It will also help them to work appropriately in pairs.

Writing

How to: write a biography

Aims

- Study a model text.
- Learn about *which*, *when* and *where*.
- Write a biography of a famous dancer.

Warm-up

- With books closed, write the word *biography* on the board and elicit the meaning.
- Ask students if they ever read biographies of famous people.
- Ask what kinds of information you usually find in a biography. Elicit ideas, but don't accept or reject any at this stage.

Exercise 1

- Students read the model text and answer the questions.
- Check answers with the class.

ANSWERS

- 1 Jane Austen's life.
- 2 It's about the style of her work.
- 3 Capital letters are used for:
Words at the beginning of sentences
Jane Austen (a name)
British (a nationality)
England (a country)
Pride and Prejudice, *Sense and Sensibility* (titles)

Exercise 2

- Read through the key phrases with the class.
- Ask students to find the key phrases in the model text and translate them into their own language.

Exercise 3 Language point: *which*, *when* and *where*

- Students choose the correct words.
- Check answers with the class and check that students understand that we use *which* for things, *when* for times and *where* for places.
- Ask students to find examples of *which*, *when* and *where* in the model text.

ANSWERS

- | | | |
|---------|---------|---------|
| 1 where | 3 when | 5 which |
| 2 which | 4 where | |

Exercise 4 Writing guide

- Read the task with the class and refer students to the photo and biographical information.
- Check understanding of *explosive*, *original* and *athletic*.
- Students think and plan their biographies individually.
- Students write their biographies. This can be set for homework.
- Tell students to check their work, and check they have used comparative and superlative adjectives, *which*, *when* and *where* and capital letters correctly.

+ Optional activity: writing

To practise or revise *which*, *when* and *where*, dictate these sentences to the class. Ask students to correct the mistakes.

- 1 She grew up in Madrid, which she was born.
- 2 He made some CDs where were very popular.
- 3 He lived in Paris where he was younger.
- 4 He started dancing which he was seven years old.

ANSWERS

- 1 She grew up in Madrid, where she was born.
- 2 He made some CDs which were very popular.
- 3 He lived in Paris when he was younger.
- 4 He started dancing when he was seven years old.

Competence in linguistic communication

This activity will help your students to reflect on the way language works and its rules.

Further practice

⇒ Workbook page 45

End-of-unit activities

Progress review

⇒ Workbook pages 46–47

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as the phrases taught in 'How to' sections. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation.

★ For students who need extra help:

- ⇒ Teacher's Resource Book ★ vocabulary and grammar
- ⇒ Grammar reference, Workbook page 90

★★ For students who need more practice:

- ⇒ Teacher's Resource Book ★★ vocabulary and grammar
- ⇒ Grammar reference, Workbook page 90
- ⇒ Vocabulary puzzles, Workbook page 107

★★★ For students who need extra challenge:

- ⇒ Teacher's Resource Book ★★★ vocabulary and grammar
- ⇒ Song, Student's Book page 92
- ⇒ Extra listening and speaking, Student's Book page 96
- ⇒ Curriculum extra, Student's Book page 104

Tests

⇒ Unit 5 Tests

Writing

How to: write a biography

- 1 Read the model text and answer the questions.
 - 1 What is the topic of the first paragraph?
 - 2 Is the third paragraph about Jane Austen's life or the style of her work?
 - 3 Which words in the text have got capital letters? Why?

2 Study the key phrases.

KEY PHRASES

... all of her life.

In total she wrote ...

Her most famous works are ...

She wrote novels which ...

Language point: *which, when and where*

3 Choose the correct words.

- 1 He moved to Spain, **where** / **which** he met Picasso.
- 2 He composed music **which** / **when** was romantic.
- 3 She met Beethoven **when** / **where** she was younger.
- 4 He grew up **when** / **where** he was born, in Paris.
- 5 He painted pictures **which** / **where** were popular.

4 Follow the steps in the writing guide.

Joaquín Cortés, dancer

Born: Córdoba 1969. Moved to Madrid 1981 and New York 1999.

Studies: Studied dance (twelve years old), Spanish National Ballet (fifteen years old)

Famous shows:
Pasión Gitana,
Soul, Live

Characteristics:
Explosive,
original,
athletic



Genius: Jane Austen

Jane Austen was a British writer. She was born in England in 1775. She grew up there and lived there all of her life. She died in 1817.

Jane Austen started to write stories, poems and plays when she was eleven years old, and in total she wrote six novels. She learnt to write at school and at home, where her father gave her books and expensive paper.

Two of her most famous works are *Pride and Prejudice* and *Sense and Sensibility*. She wrote novels which were funnier and more realistic than other novels of the time.



Writing guide

A Task

Write a biography of Joaquín Cortés.

B Think and plan

- 1 Where was he born?
- 2 Where did he grow up?
- 3 When did he start to dance?
- 4 How and where did he learn?
- 5 What were his most famous shows?
- 6 Why were his shows popular?

C Write

Paragraph 1: Summary of life

Joaquín Cortés is a ...

Paragraph 2: Education and work

He started to ...

Paragraph 3: Most famous for ...

His most famous shows are ...

D Check

- comparative and superlative adjectives
- *which, when and where*
- capital letters



Consolidation units 4–5

Vocabulary

1 Write a word or expression for each photo.



1 a verb and preposition



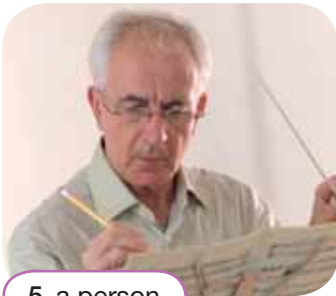
2 a verb and preposition



3 a place



4 a place



5 a person



6 a person



7 an adjective



8 an adjective

Grammar

2 Choose the correct words A, B or C.

- 1 I ... at eleven o'clock last night.
- 2 Which is ... animal?
- 3 They ... running; they were walking.
- 4 He fell over while he ... through the forest.
- 5 This parrot is ... than that one.
- 6 What were you doing when you ... off your bike?
- 7 She's only twelve. She ... drive.
- 8 How ... your bag?
- 9 I'm artistic. I ... draw when I was five.
- 10 ... down the mountain?

A

- 1 slept
- 2 biggest
- 3 weren't
- 4 was walking
- 5 the noisier
- 6 fell
- 7 could
- 8 is heavy
- 9 could
- 10 Were they skiing

B

- 1 were sleeping
- 2 the biggest
- 3 wasn't
- 4 walked
- 5 noisy
- 6 were falling
- 7 couldn't
- 8 heavy is
- 9 can
- 10 They were skiing

C

- 1 was sleeping
- 2 the biggest
- 3 aren't
- 4 is walking
- 5 noisier
- 6 was falling
- 7 can't
- 8 heavy are
- 9 couldn't
- 10 Skiing were they

Error correction

3 Correct the sentences and questions.

- 1 Why were they travelling? By car. °
- 2 Everest is the most high mountain. °
- 3 He walked to school when the accident happened. °
- 4 You're better at chess than Mark. °
- 5 She can't play the piano when she was young. °
- 6 I was swimming when I was seeing a crocodile. °

Translation

4 Translate the sentences and questions.

- 1 They were watching TV an hour ago.
- 2 Whales are rarer than dolphins.
- 3 What was she doing when she fell over?
- 4 I couldn't sing when I was four, but I can now.
- 5 We were tired while we were climbing.
- 6 An elephant is heavier than a monkey.

Consolidation units 4–5

Vocabulary

Exercise 1

- Students write the correct word or expression for each photo. Give them the first letter if necessary.
- Check answers with the class. Accept all reasonable answers.

ANSWERS

- | | |
|-------------------|----------------------|
| 1 climb up | 5 composer |
| 2 jump off / into | 6 cook |
| 3 desert | 7 aggressive / wild |
| 4 forest | 8 fast / rare / wild |

Grammar

Exercise 2

- Read the task with the class and make sure students understand what they have to do.
- Students choose the correct words.
- Check answers with the class.

ANSWERS

1 C 2 B 3 A 4 A 5 C 6 A 7 C 8 B 9 A 10 A

Error correction

Exercise 3

- Read the task with the class and point out that the errors can be in spelling, word order or grammar.
- Students write the correct sentences.
- Check answers with the class.

ANSWERS

- 1 How were they travelling? By car.
- 2 Everest is the highest mountain.
- 3 He was walking to school when the accident happened.
- 4 You're better at chess than Mark.
- 5 She couldn't play the piano when she was young.
- 6 I was swimming when I saw a crocodile.

Translation

Exercise 4

- Students translate the sentences and questions into their own language.
- Check answers with the class.

ANSWERS

Answers in students' own language.

+ Optional activity: Consolidation

Refer students back to the Elephant factfile on page 49.

For homework, ask students to look online and find information about another type of animal. Ask them to download a photo of the animal, and write a few sentences like the ones in the elephant factfile, but without saying the name of their animal. Say they should use at least one comparative adjective and one superlative.

In the next lesson, students can read their sentences to the class, and other students can try to guess what the animal is. Students can then show their picture to confirm what animal they are talking about.

Competence in processing information and use of ICT

This activity will help your students to understand the nature, role and opportunities of ICT in everyday contexts, including searching for, collecting and processing information.

Cumulative review units 1–5

Vocabulary

Exercise 5

- Students find the word that doesn't match.
- Check answers with the class.

ANSWERS

- | | |
|---------|-----------|
| 1 marry | 5 compose |
| 2 pole | 6 kitchen |
| 3 need | 7 falls |
| 4 run | 8 shower |

Grammar

Exercise 6

- Students complete the dialogue with the correct words.
- Check answers with the class.

ANSWERS

- | | |
|------------|---------|
| 1 most | 5 don't |
| 2 couldn't | 6 How |
| 3 more | 7 while |
| 4 can | 8 soon |

Communication

Exercise 7

- Students complete the mini dialogues.
- Check answers with the class.

ANSWERS

- | | |
|--------|---------|
| 1 by | 5 so |
| 2 like | 6 What |
| 3 Well | 7 so |
| 4 How | 8 about |

Exercise 8

- Students write responses for the situations.
- Check answers with the class.

ANSWERS

Students' own answers.

Exercise 9

- Tell students to take it in turns to read one of the expressions or questions in exercises 7 and 8.
- Their partner should respond in an appropriate way. Tell students to try and respond without looking at the book.
- Encourage them to help their partner if he or she cannot think of an appropriate response.
- Students work in pairs to practise the situations.

+ Optional activity: Consolidation

To consolidate students' understanding of the vocabulary and grammar in units 1–5, ask them to write a paragraph on their ideal holiday. Tell them their paragraph should include:

- the name of the country
- the features you can see in that country
- the things you can do there
- the weather in that place

Tell students to look back through the units they have studied to find useful vocabulary. If you are giving the task for homework, you could also ask students to find pictures of their ideal holiday place.

Put students into groups of four to read their paragraphs to each other, then ask them to write sentences comparing their holidays, e.g. *I think A's holiday is more expensive than B's. I think C's holiday is the most exciting.* Ask each group to decide which they think is the best holiday. Ask one student from each group to report back to the class on which is the best holiday and why.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help your students to develop their creative abilities. It will also help them to work appropriately in groups.

Cumulative review units 1–5

Vocabulary

5 Find the word that doesn't match.

- 1 happy naughty funny marry
- 2 bus pass ID card pole ticket
- 3 practical need stupid aggressive
- 4 through run across over

- 5 player singer compose painter
- 6 kitchen cupboard desk bed
- 7 jump walk run falls
- 8 shower ocean sea lake

Grammar

6 Complete the dialogue with the words in the box.

more don't can most while couldn't How soon

- Shaun This is great! It's the (1) ... exciting story in the class.
Leah Thanks!
Shaun My story was really boring. I (2) ... think of anything interesting to write.
Leah Well, you're (3) ... artistic than I am. You (4) ... draw and paint really well.
Shaun How do you write a good story?
Leah I'm not sure. I (5) ... often have good ideas.
Shaun (6) ... did you think of this story?
Leah I had the idea two days ago (7) ... I was having a shower.
Shaun You're kidding!
Leah No. As (8) ... as I went into my bedroom, I started writing it.



Communication

7 Complete the mini dialogues.

- 1 I like this painting. Who's it ... ?
Picasso.
- 2 What was the weather ... ?
It was raining.
- 3 Do you like my photo?
It's great! ... done!
- 4 ... was your weekend?
Not bad, thanks.
- 5 Is it OK if I do it later?
I suppose
- 6 ... do you think of it?
It's OK, but this one's better.
- 7 Is she more artistic than you?
Yes, I think
- 8 Do you know who this is by?
No. I don't know anything ... art.

8 Write a response for each situation.

1 What's the weather like today?

2 When did you last go to the cinema?

3 Do you know much about Francisco Goya?

9 Work with a partner. Practise the situations from exercises 7 and 8.

unit 6 Life in numbers

Start thinking

- 1 What is the population of the planet?
- 2 What numbers are lucky and unlucky?
- 3 How many signs of the zodiac are there?

Aims

Vocabulary

- Time and numbers
- Adjectives: personality

Grammar

- *will* and *won't*
- First conditional

Communication

- Say numbers
- Make predictions
- Speak about probability and the future
- Write a report about a survey

English plus Options +



Extra listening and speaking

Leaving phone messages

→ Page 97



Curriculum extra

Maths: Statistics and charts

→ Page 105



Culture

The USA in numbers

→ Page 116

Vocabulary

Time and numbers

- 1 2.32 Copy and complete the lists. Then listen and check.

a second nought a century a half a millennium
a couple a thousand a year a day a billion

Time

a millennium

- (1) ...
a decade
- (2) ...
a month
a week
- (3) ...
an hour
a minute
- (4) ...



Numbers

- (5) ...
a million
- (6) ...
a hundred
a dozen
a few
- (7) ...
- (8) ...
a quarter
- (9) ...

- 2 2.33 Do the *Numbers Quiz* on page 55 with a partner. Then listen and check your answers.

How to: say numbers

- 3 2.34 Listen and say the numbers.

0.2 1965 1,965 2008 2,800
€6.40 100 kilometres

- 4 Write numbers for questions 1–10. Then ask and answer the questions.

- 1 What's your date of birth?
- 2 What's your lucky number?
- 3 What's your house or flat number?
- 4 What's the distance in kilometres from here to your house?
- 5 What class are you in?
- 6 How long do you need to wake up in the morning?
- 7 In what year will you be twenty?
- 8 What's the population of your town or city?
- 9 What's the price of your favourite food?
- 10 How much money do you need to be happy?

How long do you need to wake up in the morning?

About an hour.

unit 6

Life in numbers

Unit summary

Vocabulary

Core vocabulary:

Time and numbers: *billion, century, a couple, day, decade, dozen, a few, half, hour, hundred, nought, millennium, million, minute, month, quarter, second, thousand, week, year*

Adjectives: personality: *ambitious, friendly, generous, impatient, mean, moody, negative, patient, positive, practical, serious, shy*

Grammar

will and *won't*

First conditional

Communication

Say numbers

Make predictions

Speak about probability and the future

Write a report about a survey

English plus Options

Extra listening and speaking: Leaving phone messages (p.97)

Curriculum extra: Maths: Statistics and charts (p.105)

Culture: The USA in numbers (p.116)

Key competences

Learning to learn: Speaking clearly (p.57)

Artistic and cultural competence: Numbers quiz (p.55), Lucky numbers (p.56)

Competence in social skills and citizenship: Numerology: numbers and personality (p.58)

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

- 1 7 billion.
- 2 Students' own answers.
- 3 12.

Vocabulary

Time and numbers

Aims

- Learn vocabulary of periods of time and numbers.
- Learn how to say numbers.
- Do a quiz about numbers.

Warm-up

- Revise basic numbers with the class by writing some easy sums on the board and asking students to give the answer. For example, write $13 + 4 =$, $27 + 5 =$, $5 \times 8 =$, etc.
- If your students need to revise numbers, you could extend this into a team game in which you divide the class into two teams and members from each team take it in turns to give a sum in English to the opposing team.
- Write the numbers 1,000 and 100 on the board and ask students what we call a period of 1,000 or 100 years.
- Ask students if they know any other words for periods of time.

Exercise 1 2.32

- Students copy the lists. Ask them to complete the lists in pairs.
- Play the CD so that students can check their answers.
- Model and drill pronunciation of words that are new to students.

ANSWERS

- | | |
|-------------|--------------|
| 1 a century | 6 a thousand |
| 2 a year | 7 a couple |
| 3 a day | 8 a half |
| 4 a second | 9 nought |
| 5 a billion | |

Exercise 2 2.33

- Students work in pairs to do the numbers quiz.
- Play the CD for students to check their answers.

ANSWERS

- | | |
|----------------------|-----------------------------|
| 1 c – 66 | 7 c – 3 hours |
| 2 d – 7 billion | 8 b – 16th century |
| 3 c – 504 kilometres | 9 a – 2 hours and 4 minutes |
| 4 c – 1,000,000 | 10 c – 45 minutes |
| 5 a – 1,000 | 11 a – 776 BC |
| 6 a – 10 minutes | 12 b – 3.142 |

Exercises 3–4

- See page T55.

How to: say numbers

Exercise 3 2.34

- Play the CD and ask students to listen and repeat.
- Point out that in English a point (not a comma) is used for decimal fractions.

Exercise 4

- Students prepare their answers to the questions individually, then ask and answer the questions in pairs.
- Ask some students to answer the questions about their partner, and correct any mistakes in their use of numbers.

ANSWERS

Students' own answers.

+ Optional activity: Vocabulary

To practise the vocabulary, ask students to work individually and write clues for five of the words in exercise 1. Give some example clues to give students the idea, e.g. *100 years* (century); *you can cut something into four ...* (quarters).

When students have written their clues, ask them to close their books and work in pairs, reading their clues to each other and trying to guess their partner's clues. Tell students to give themselves a point for each clue that they guess correctly. If students enjoy this, they can swap partners and read their clues to their new partner.

Artistic and cultural competence

This activity will help your students to develop their own creativity. It will also help them to work appropriately in pairs.

+ Optional activity: Vocabulary

To practise saying numbers, refer students back to exercise 3. Tell them they are going to test their partner by writing five sentences containing numbers, which their partner must say. Tell them their numbers can include prices, dates and decimal fractions, and they should only write numbers that they are able to say themselves.

When students are ready, put them into pairs and ask them to swap sentences. They then take turns to read their partner's sentences, and their partner gives them a point for each one that they say correctly.

Monitor around the class and be prepared to step in and give the correct answer if students cannot agree.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help your students to develop their own creative abilities. It will also help them to work appropriately in pairs.

Further practice

⇒ Workbook page 48

NUMBERS QUIZ

1 The average life of a human:

- a 77 b 88 c 66 d 99

2 The population of the planet (approximately):

- a 4 billion b 4 million c 7 million d 7 billion

3 The distance from Madrid to Barcelona:

- a 2,004 kilometres c 504 kilometres
b 1,004 kilometres d 54 kilometres

4 The number of millimetres in a kilometre:

- a 1,000 b 100 c 1,000,000 d 1,000,000,000

5 The number of years in a millennium:

- a 1,000 b 100 c 10 d 1,000,000

6 The time you'll probably need to do this quiz:

- a 10 minutes b 10 seconds c 10 hours d 10 days

7 How much time a child in Britain watches TV every day:

- a 1 hour b 2 hours c 3 hours d 5 hours

8 Cervantes lived in this century:

- a 13th b 16th c 18th d 20th

9 The record time for running a marathon:

- a 2 hours and 4 minutes c 1 hour and 15 minutes
b 3 hours and 2 minutes d 4 hours and 7 minutes

10 The number of minutes in three quarters of an hour:

- a 30 b 40 c 45 d 60

11 The year of the first Olympic Games:

- a 776 BC b 136 BC c 1844 AD d 2004 AD

12 Pi:

- a 1.621 b 3.142 c 2.118 d 9.876



1 2.35 Read the text and add sentences a–d to paragraphs 1–4. Then listen and check.

- a Maybe he'll change it to 12½.
- b The number fourteen is also very unlucky in the East.
- c So in August 2016 a lot of children in China will be eight years old!
- d And you won't see seat number 13 on some planes.



LUCKY NUMBERS

At eight minutes past eight on the eighth day of the eighth month of 2008, the Olympic Games started in Beijing. In China eight is a lucky number, and people believe that an eight in your date of birth will bring good fortune. Millions of Chinese people tried to have an 'Olympic baby' and in 2008 there were a lot more births than in a normal year. (1) ...

But why eight? In Mandarin, the pronunciation for eight (*ba*) sounds like the word for 'prosperity'. In Hong Kong people will pay a million dollars for a licence plate with eights in it. It's also a popular number in phone numbers, addresses and PIN numbers. But the number four in Mandarin (*si*) sounds like the word for 'death', so you won't often find a fourth floor in a hospital in China. (2) ...

In some European countries the unlucky number is thirteen. The superstition started because Judas was the thirteenth person at the Last Supper, and now a lot of people are 'triskaidekaphobic' – superstitious about the number thirteen. So in Florence, Italy, you'll see house numbers 12, 12½ and then 14. (3) ...

A lot of people don't believe the superstition, but there are others who won't go out on the thirteenth. On the news recently there was a man who couldn't sell his house – you can probably guess its number. (4) ...



2 Read the text again and answer the questions.

- 1 Why will 'Olympic babies' be lucky?
- 2 What will a lot of children in China celebrate on 8th August 2016?
- 3 Why is the number eight lucky in China?
- 4 Why is the number thirteen unlucky in Europe?
- 5 What adjective describes a person who is superstitious about the number thirteen?
- 6 Why couldn't the man sell his house?

 Build your vocabulary

good fortune unlucky
prosperity superstition

3 ABOUT YOU Answer the questions.

- 1 Are you superstitious about numbers?
- 2 What superstitions are there in your country?
- 3 How did you choose your lucky number?
- 4 Are there good and bad months for birthdays, in your opinion?

Reading

Aims

- Read about lucky numbers.
- Read for general meaning and specific information.
- Talk about lucky numbers.

Warm-up

- With books closed, ask students if they have a favourite number or a lucky number.
- Ask if they think any numbers are unlucky and why.
- Ask if they think that the same numbers are lucky and unlucky in different countries.

Exercise 1 2.35

- Focus on the pictures and elicit or teach the word *licence plate*.
- Students read the text and add the missing sentences.
- Play the CD and ask students to listen and read, and check their answers.

ANSWERS

1 c 2 b 3 d 4 a

Exercise 2

- Ask students to read the text again and answer the questions.
- Check answers with the class.

ANSWERS

- 1 Because they were born in 2008, and 8 is a lucky number.
- 2 They will celebrate their eighth birthday.
- 3 It sounds like the word for 'prosperity'.
- 4 Because Judas was the thirteenth person at the last supper.
- 5 Triskaidekaphobic.
- 6 Because it was number 13.

Build your vocabulary

- Ask students to find the words in the text and work out the meanings.
- Check understanding of the words, for example by asking students to translate them into their own language.

⇒ Workbook page 52

Exercise 3

- Read through the questions with the class and make sure that students understand everything.
- Ask students to prepare their answers to the questions individually.
- Students can ask and answer the questions in pairs.
- Ask some students to report back on their partner's answers and opinions.

ANSWERS

Students' own answers.

+ Optional activity: Reading

Dictate these sentences to the class, or write them on the board. Ask students to decide if they are true or false.

- 1 The Olympic Games started on 8th September, 2008.
- 2 More babies than normal were born all over the world in 2008.
- 3 People in China like to have an eight in their address.
- 4 In Italy people aren't superstitious about the number 13.
- 5 Some people stay at home on the 13th of the month.

Ask students to check their answers in pairs.

ANSWERS

- 1 False (8th August).
- 2 False (only in China).
- 3 True.
- 4 False (in Florence there are no houses with number 13).
- 5 True.

Competence in linguistic communication

This activity will help your students to understand different types of text in detail.

+ Optional activity: Language

Write these sentences on the board, or dictate them to the class, pausing or coughing to indicate a gap.

- 1 In China ____ people believe that ____ eight in your date of birth will bring ____ good fortune.
- 2 In Hong Kong ____ people will pay ____ million dollars for ____ licence plate with ____ eights in it.
- 3 It's also ____ popular number in ____ phone numbers.
- 4 On ____ news recently there was ____ man who couldn't sell his house.

Ask students to complete the sentences by adding *a / an, the* or no article.

Ask students to check their answers in the text on page 56.

Ask how many they got right. Point out that we usually use *a* (not *one*) with *hundred, thousand* and *million*.

ANSWERS

- 1 In China (-) people believe that an eight in your date of birth will bring (-) good fortune.
- 2 In Hong Kong (-) people will pay a million dollars for a licence plate with (-) eights in it.
- 3 It's also a popular number in (-) phone numbers.
- 4 On the news recently there was a man who couldn't sell his house.

Competence in linguistic communication

This activity will help your students to reflect on the way language works and its rules.

Further practice

⇒ Workbook page 52

Grammar

will and won't

Aims

- Learn *will* and *won't*.
- Learn phrases for making predictions.
- Practise making predictions.
- Listen for detail by doing a dictation.

Warm-up

- Refer students back to the text on page 56 and ask: *What will happen in 2016?* Elicit *A lot of children will celebrate their eighth birthday.* Write this on the board and underline *will*.
- Ask: *What won't you find in a hospital in China?* Elicit the answer as a full sentence: *You won't find a fourth floor.* Write this on the board and underline *won't*.
- Focus on the underlined verbs on the board and elicit that they refer to the future, and are predictions. Ask students to find other examples of *will* and *won't* in the text on page 56.

Exercise 1

- Read through the table with the class.
- Students complete the sentences.

ANSWERS

- | | | |
|---------|---------|--------|
| 1 will | 3 Will | 5 will |
| 2 won't | 4 won't | |

LANGUAGE NOTE We use *will* and *won't* with the infinitive without *to*: *I will go out.* NOT *I will to go out.*

The verb *will* does not add *-s* after *he / she / it*: *He will be late.* NOT *He wills be late.*

The word order in questions is: *When will they arrive?* NOT *When they will arrive?*

Pronunciation: /I/

⇒ Workbook page 101

Teaching notes page T127

Exercise 2

- Ask students to write their sentences individually, then compare their answers in pairs.
- Ask some students to read out some of their sentences.

ANSWERS

Students' own answers.

How to: make predictions

Exercise 3

- Read the key phrases with the class.
- Make sure that students understand the phrases.
- Read the example with the class, then ask individual students to read out some of their sentences using the key phrases.

ANSWERS

Students' own answers.

Exercise 4

- Read the task and the example with the class.
- Elicit one or two more examples from the whole class.
- Ask students to work individually to write their sentences, then compare their answers in pairs.
- Ask some students to read out some of their sentences. Ask other students whether they agree with the predictions.

ANSWERS

Students' own answers.

Exercise 5

- Students write the questions individually. Refer them back to the table in exercise 1 to help them.
- Check answers with the class.

ANSWERS

- 1 Where will you live when you're older?
- 2 How many children will you have?
- 3 Will you be a millionaire?
- 4 Will you be alive in the next century?
- 5 Will you use English one day?
- 6 When will you leave home?

Study strategy: speaking clearly

Exercise 6

- Ask students to prepare their answers to the questions in exercise 5 individually. Encourage them to use the key phrases from exercise 3 in their answers.
- Read the Study strategy instructions with the class.
- Put students into pairs to ask and answer the questions in exercise 5.

Exercise 7 Dictation 2.38

- Tell students they are going to listen to five sentences.
- Play the CD and tell students just to listen.
- Play the CD again and tell students to write the sentences.

ANSWERS

- 1 Will you be a painter when you're older?
- 2 I reckon the world will be a better place.
- 3 People won't be on this planet.
- 4 We'll travel thousands of kilometres in a second.
- 5 Where will you live in the future?

Further practice

⇒ Workbook page 49

⇒ Grammar reference, Workbook page 92

Grammar

will and won't

- 1 Study the examples in the tables. Then complete sentences 1–5.

Affirmative
I'll study tonight.
We'll go out on Saturday.
My friends will do homework at the weekend.

Negative
I won't be here tomorrow.
You won't see me.

Questions
What will you do?
Will they win?

RULES

We use *will* and *won't* + infinitive when we make a prediction about the future.

⇒ Workbook page 92

- I think it ... be a good party.
- Shaun ... win the match. He isn't very good.
- ... they go to the restaurant?
- I didn't do my homework. The teacher ... be happy.
- What ... we study next year?

Pronunciation: /ɪ/ ⇒ Workbook page 101

- 2 Write sentences. Predict the future for you and your friends.

Raúl will write a novel.

I won't visit China.

- write a novel
- visit China
- buy a fast car
- become a teacher
- be on TV
- marry someone famous
- live in another country
- study English at university
- be a millionaire
- travel a lot

How to: make predictions

- 3 Study the key phrases. Then say some of your sentences from exercise 2.

I reckon that Raúl will write a novel.

KEY PHRASES

I reckon (that) ...

I bet (that) ...

I'm pretty sure (that) ...

- 4 Invent sentences with words from the boxes. Use *will* and *won't*.

People won't be more intelligent in the future.

People	go to school live on other planets be more intelligent speak one language	in the next few years. in the next century.
The world	be a better place be a desert exist be cleaner	in the next millennium. soon. in the future. one day.

- 5 Order the words to make questions.

- will / where / you / live / when you're older / ?
- have / how many children / you / will / ?
- you / be a millionaire / will / ?
- be alive / will / you / in the next century / ?
- English / use / you / one day / will / ?
- you / when / will / leave home / ?

Study strategy: speaking clearly

- 6 Read instructions 1–3. Then ask and answer the questions in exercise 5.

- Read the question before you speak.
- Practise saying the question quietly. Memorize it.
- Look at your partner when you ask the question.

- 7  2.38 **DICTATION** Listen and write five sentences.

Vocabulary and listening

Adjectives: personality

1 Copy and complete the table with the adjectives.

ambitious mean generous patient impatient
shy positive negative moody practical
friendly serious

I'm sometimes ...	I'm not usually ...	I'm never ...

2 Complete the sentences with adjectives from exercise 1.

- My best friend is usually ... but sometimes
- I try to be ... and
- It's difficult to always be
- To become famous you must be
- To be popular it's a good idea to be
- I don't like people who are ... or
- I prefer ... and ... people.

3 Look at the numerology chart and calculate your number. What's your opinion? Complete sentence a or b.

- It's true because I'm
- It isn't true because

4  2.39 Listen to a conversation between Holly, Becky and John. Which two opinions do you hear?

- You're mad if you believe in numerology and astrology.
- It's just a bit of fun.
- My mother believes in these things, but I don't.

5  2.39 Listen again and complete the sentences.

- I saw that, but I'm not ... interested.
- I don't believe any of ... things.
- It also says that you're ... sometimes.
- If you like horoscopes, you'll ... this.
- Well, I'm not exactly ... , am I?
- If you go to a café today, you'll meet two ... girls.

Numerology: numbers and personality

Add the digits in your birth date until you have a number between 1 and 9.

Examples:

Johnny Depp – 09/06/1963

$$= 9 + 6 + 1 + 9 + 6 + 3 = 34 = 3 + 4 = 7$$

Jennifer Aniston – 11/02/1969

$$= 1 + 1 + 2 + 1 + 9 + 6 + 9 = 29 = 2 + 9 = 11$$

$$= 1 + 1 = 2$$



1	+ positive, likes action – sometimes aggressive
2	+ modest, thinks about other people – sometimes shy
3	+ artistic, has a good imagination – sometimes negative
4	+ practical, likes organizing – sometimes serious
5	+ positive, likes doing things – sometimes impatient
6	+ artistic, likes helping people – sometimes impatient
7	+ intelligent, peaceful – sometimes argues
8	+ works a lot, good at deciding things – sometimes ambitious or impatient
9	+ creative and generous – sometimes moody

Vocabulary and listening

Adjectives: personality

Aims

- Learn adjectives describing personality.
- Read about numerology.
- Listen to a conversation about numerology.
- Listen for general meaning and specific details.

Warm-up

- With books closed, write the word *personality* on the board.
- Elicit words we can use to describe someone's personality and write them on the board.
- Ask some students to describe their own personality, or the personality of a friend or family member.
- Ask students if they think that someone's date of birth can have an effect on their personality.
- Explain that some people believe in numerology, which says that your date of birth does affect your personality.

Exercise 1

- Students check the meaning of the adjectives in the box if necessary, then use them to complete the table.
- Ask students to compare their answers in pairs.
- Model and drill the pronunciation of the adjectives, and check that students understand them.

ANSWERS

Students' own answers.

Exercise 2

- Students complete the sentences individually.
- Ask some students to read out some of their sentences to the class, and ask other students whether they agree or disagree.

ANSWERS

Students' own answers.

Exercise 3

- Read the examples with the class and make sure students understand how to calculate their number.
- Students calculate their own number and read the analysis.
- Students complete the sentence in exercise 3.
- Ask some students to read their sentences to the class, and ask other students if they agree or disagree.
- Ask students to find more personality adjectives in the analysis and check their meanings.

ANSWERS

Students' own answers.

Exercise 4 2.39 Tapescript page T122

- Allow students time to read the opinions.
- Play the CD. Students listen and answer the question.

ANSWERS

a, b

Exercise 5 2.39 Tapescript page T122

- Point out that in this exercise students must listen carefully and complete the sentences with the exact words they hear.
- Play the CD again. Students complete the sentences.

ANSWERS

1 really

3 moody

5 artistic

2 those

4 love

6 friendly

+ Optional activity: Vocabulary

To practise personality adjectives, ask students to write a brief description of their own personality, using the personality adjectives in exercise 1 and language from the numerology descriptions. Ask students to write their descriptions on a piece of paper which they can hand to you.

Collect in the descriptions when they have finished, and read some out to the class. See if the class can guess who wrote each one.

Learning to learn • Artistic and cultural competence

This activity will help your students to internalize and reflect on the way languages are organized. It will also help them to develop their own creative abilities.

+ Optional activity: Listening

Dictate these sentences to the class.

Ask students to discuss the sentences in pairs, and try to decide from memory whether they are true or false.

Play the CD again for students to listen and check.

- 1 John's birthday is 13th July.
- 2 According to numerology, John is creative and friendly.
- 3 Becky's number is six.
- 4 According to numerology, Becky likes helping people.
- 5 John's horoscope sign is Pisces.

ANSWERS

1 False (it's 3rd July).

2 False (creative and generous).

3 True.

4 True.

5 False (Aries).

Competence in social skills and citizenship

This activity will help your students to work appropriately in pairs.

Further practice

➡ Workbook pages 50 and 108

Grammar

First conditional

Aims

- Learn the first conditional.
- Read about superstitions around the world.
- Practise using the first conditional.

Warm-up

- Ask students to think about the conversation about numerology on page 58. Ask: *What does the horoscope say will happen to John today?* (he will meet two friendly girls).
- Ask students to find the sentence in exercise 5 which relates to this (*If you go to a café today, you'll meet two friendly girls*).
- Point out the two clauses in the sentence, and explain that this sentence uses the first conditional.
- Elicit or explain that we use the first conditional to talk about events in the future.
- Ask students to find another first conditional sentence in exercise 5 (sentence 4).

Exercise 1

- Read through the table with the class.
- Students complete the rules.
- Check answers with the class.

ANSWERS

- 1 action 2 result 3 action

LANGUAGE NOTE We use the present simple in the action clause: *If we leave now, ...*

And we use *will / won't* + infinitive in the result clause: *... we will arrive on time. / ... we won't be late.*

The verb *will* is usually contracted to *'ll* in first conditional sentences:

If you work hard, you'll pass your exams.

When the action clause comes first, we put a comma between the two clauses:

If we arrive late, we'll miss the film.

When the result clause comes first, we don't need a comma:

We'll miss the film if we arrive late.

Exercise 2

- Ask students to work individually to choose the correct words.
- Check answers with the class.
- Ask students if they know any similar superstitions.

ANSWERS

- 1 will be 4 put
2 you're 5 see, will visit
3 won't 6 you'll lose, you wash

Exercise 3

- Students complete the text with the correct form of the verbs. Tell students to use the rules in exercise 1 to help them.
- Ask students to compare their answers in pairs and correct any mistakes.
- Check answers with the class.

ANSWERS

- 1 'll meet 5 don't listen
2 are 6 won't understand
3 listen 7 doesn't give
4 'll learn

Exercise 4

- Students complete the sentences with their own ideas.
- Ask some students to read their sentences to the class, and ask the class to correct any mistakes in the use of the first conditional.

ANSWERS

Students' own answers.

Fast finisher

- Refer fast finishers to the Fast finisher activity.
- Students can write their horoscope predictions, then swap with another fast finisher.
- Alternatively, when everyone has finished, ask fast finishers to read their horoscope predictions to the class and ask if anyone thinks the prediction will be true for them.

Further practice

⇒ Workbook page 51

⇒ Grammar reference, Workbook page 92

Grammar

First conditional

- 1 Study the examples in the table and complete the rules with **action** and **result**.

Action	Result
If you don't listen, If we go to the café,	you'll never learn. we'll meet some nice people.
Result	Action
You'll never learn We'll meet some nice people	if you don't listen. if we go to the café.
Questions	
Will you come to my party If it rains,	if I invite you? what will we do?

RULES

We use the first conditional to predict the **result** of an action.
We describe the (1) ... with **if** + present simple.
We describe the (2) ... with **will** + infinitive.
The sentence can start with the (3) ... or the result.
We never use **if** + **will**: *If you will go, I'll be happy.* °

→ Workbook page 92

- 2 Choose the correct words.

Superstitions from around the world

- 1 If it rains when someone moves house, they **are** / **will be** rich. (Iceland)
- 2 If **you're** / **you'll be** the seventh son of a seventh son, you'll have special powers. (Ireland)
- 3 You **won't** / **don't** get married if you sit at the corner of a table. (Russia)
- 4 Your money will disappear if you **put** / **will put** your wallet on the floor. (Brazil)
- 5 If you **see** / **will see** a spider in your house, people **visit** / **will visit** you. (Turkey)
- 6 **You'll lose** / **You lose** your memory if **you wash** / **you'll wash** your hair on the day of a test. (Korea)

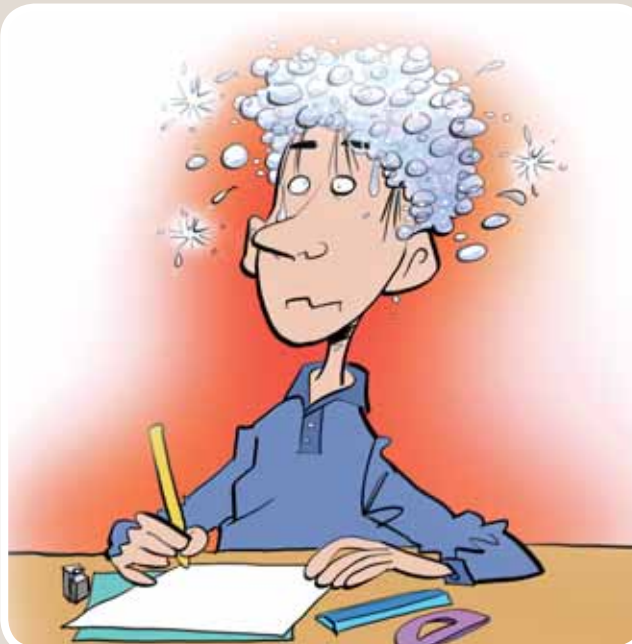
- 3 Complete the text using the correct form of the verbs and the first conditional.

YOUR STARS: ARIES

If you go to school today, you (1) ... (meet) an interesting person. This person will be very positive and patient if you (2) ... (be) also positive and patient. If you (3) ... (listen) to this person, you (4) ... (learn) a lot, but if you (5) ... (not listen), you (6) ... (not understand) any English. You'll be sad if this person (7) ... (not give) you homework because you really want to work.

- 4 Complete the sentences with your ideas. Use the first conditional.

- 1 Our teacher will be happy ...
- 2 If I become rich and famous ...
- 3 What will we do ... ?
- 4 He's shy. If you speak to him ...
- 5 Will you give me a present ... ?
- 6 If it's sunny at the weekend ...



Invent a horoscope prediction for a friend.

How to: speak about probability and the future

- 1  2.40 Listen to the dialogue. Are Callum and Leah positive or negative about the future?

Callum Leah, can I ask you a question? I'm doing a survey.

Leah Yes, if you like.

Callum Right, the question is, 'Do you think that the world will be a better place in the future?'

Leah Let me think ... No, definitely not. I think it'll be a worse place. What about you?

Callum I disagree with you. I think it'll probably be a better place.

Leah OK. What's the next question?

Callum The next question is ...



- 2  2.41 Listen to the key phrases. Then practise the dialogue.

KEY PHRASES

Let me think.
Yes, definitely.
No, definitely not.
Yes, probably.
No, probably not.

- 3 Study examples 1–4. Where do we put *probably* and *definitely* in affirmative and negative sentences?

- 1 It'll probably be a better place.
- 2 I probably won't go.
- 3 They'll definitely help us.
- 4 They definitely won't understand.

- 4 Look at the *Future Survey*. Write answers for 1–6. Include *probably (not)* and *definitely (not)*.
I think that humans will probably exist in the next millennium.

- 5 Write and practise a new dialogue using the *Future Survey*. Replace the blue words and phrases in the dialogue in exercise 1.

FUTURE SURVEY THE NEXT MILLENNIUM

- 1 Will humans exist in the next millennium?
- 2 Will the world be a better place in the future? Why / Why not?
- 3 Will people become more intelligent?
- 4 Will space travel be normal in the next hundred years?
- 5 Will humans live on other planets in the future?
- 6 Will you travel into space if you have the chance?

Speaking

How to: speak about probability and the future

Aims

- Listen to a conversation about probability and the future.
- Learn key phrases for speaking about probability and the future.
- Practise speaking about probability and the future.

Warm-up

- With books closed, write *The future* on the board, and ask students what things they think will happen in the future.
- Elicit some ideas, then ask individual students whether they agree with the predictions.
- If students answer with words like *perhaps* and *possible*, write these on the board and elicit that we use these words when we aren't certain.
- Ask what words we can use when we feel more certain about what will happen.
- Elicit some ideas, then write the word *probable* on the board. Elicit the difference between *possible* and *probable*, and tell students they are going to practise talking about probability and the future.

Exercise 1 2.40

- Play the CD. Students read and listen.
- Ask students the question.

ANSWER

Callum is positive but Leah is negative.

Exercise 2 2.41

- Play the CD and ask students to read the key phrases.
- Ask students to find the key phrases in the dialogue and translate them into their own language.
- Students practise the dialogue.

Exercise 3

- Read the examples with the class and elicit the answer to the question.

ANSWER

We put them after *will* and before *won't*.

Exercise 4

- Ask students to work in pairs to write answers to the questions.
- Ask some pairs to read their answers to the class, and check that they have used *probably (not)* and *definitely (not)* correctly.

ANSWERS

Students' own answers.

Exercise 5

- Students work in pairs to change the phrases in the dialogue and then practise it.
- Ask some students to perform their dialogues for the class.

+ Optional activity: Speaking

Ask students to work in pairs and create their own 'Future survey'.

Tell them they should write three questions using *will*.

Combine pairs into groups of four to ask and answer each other's questions, using the key phrases from exercise 2.

Monitor, and make sure they are using the key phrases correctly.

Students can repeat the activity by forming a new group with a different pair.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help develop students' creative abilities. It will also help them to work appropriately in pairs and groups.

Writing

How to: write a report about a survey

Aims

- Study a model report about a survey.
- Learn key phrases for expressing quantity.
- Write a report about a survey.

Warm-up

- Refer students back to the questions in Future survey on page 60. Ask the class *Will humans exist in the next millennium?* Get a show of hands for who thinks yes, and who thinks no. Write the numbers on the board.
- Ask students how they can express this result. Elicit some ideas, but don't accept or reject them at this stage.

Exercise 1

- Students read the model text and answer the questions.
- Check answers with the class.

ANSWERS

- 1 'Your opinions about the future'
- 2 plural
- 3 singular

Exercise 2

- Read through the key phrases with the class.
- Ask students to find the key phrases in the model text and translate them into their own language.

Exercise 3 Language point: expressing quantity

- Read the task with the class, and point out that the numbers in brackets before each sentence refer to the number of people who gave each answer in the survey.
- Students choose the correct words.
- Check answers with the class.

ANSWERS

- | | |
|------------|----------|
| 1 Most | 3 Some |
| 2 A lot of | 4 Nobody |

Exercise 4 Writing guide

- Read the task with the class.
- Copy the survey results table onto the board. Ask each question in turn and complete the numbers in the yes / no columns.
- Ask students to copy the table and the results.
- Students write their reports. This can be set for homework.
- Tell students to check their work, and check they have used singular and plural verbs and quantity expressions correctly.

Further practice

⇒ Workbook page 53

+ Optional activity: Writing

To practise the expressions of quantity, elicit from the class some other questions that could be asked in a survey.

Elicit three or four questions and write them on the board. Write on the board the number of students in the class, and tell students that they are going to guess the results of this class survey. Put students into pairs to guess the survey results and write sentences based on their guesses, using the quantity expressions in exercise 2.

Ask some pairs to read out their guesses and check that they have used the expressions correctly.

Finally, ask the questions and write the real results on the board. See who predicted most accurately, and elicit the correct sentences for reporting the results.

Artistic and cultural competence

This activity will help your students develop their own creativity.

End-of-unit activities

Progress review

⇒ Workbook pages 54–55

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as the phrases taught in 'How to' sections. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation.

★ **For students who need extra help:**

⇒ Teacher's Resource Book ★ vocabulary and grammar
⇒ Grammar reference, Workbook page 92

★★ **For students who need more practice:**

⇒ Teacher's Resource Book ★★ vocabulary and grammar
⇒ Grammar reference, Workbook page 92
⇒ Vocabulary puzzles, Workbook page 108

★★★ **For students who need extra challenge:**

⇒ Teacher's Resource Book ★★★ vocabulary and grammar
⇒ Extra listening and speaking, Student's Book page 97
⇒ Curriculum extra, Student's Book page 105
⇒ Culture, Student's Book page 116

Tests

⇒ Unit 6 Tests and End-of-term Tests 2

Writing

How to: write a report about a survey

1 Read the model text and answer the questions.

- 1 What is the topic of the survey?
- 2 Is the word 'people' singular or plural?
- 3 Is the word 'everybody' singular or plural?

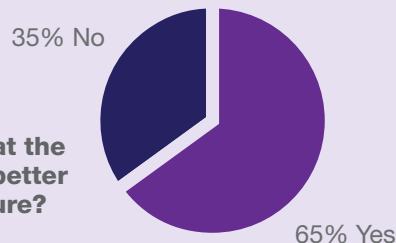
A survey about the future

The topic of the survey was 'Your opinions about the future'. A group of ten people did the survey and in general they were positive about the future. These are the results:

Everybody thinks that humans will exist in a thousand years' time, and more than half of the group think that the world will be a better place in the future. Some people think that the world will be better because we will learn to protect the planet. They think that we will be more intelligent in the future.

Most people think that space travel will be normal in the next century, and about half of the people in the class think that humans will live on other planets in the future. Everybody says that they will travel into space if they have the chance.

Do you think that the world will be a better place in the future?



2 Study the key phrases.

KEY PHRASES

- Everybody
- Most / A lot
- More than half
- Half
- Some
- One or two people
- Nobody

Language point: expressing quantity

3 Choose the correct words in 1–4. Do we use a singular or a plural verb with *everybody* and *nobody*?

- 1 (8/10) **Most** / **Half** of the group have got a lucky number.
- 2 (7/10) **A lot of** / **One or two** people read horoscopes.
- 3 (3/10) **More than half** / **Some** are superstitious.
- 4 (0/10) **Everybody** / **Nobody** stays at home on the 13th day of the month.

4 Follow the steps in the writing guide.

Writing guide

A Task

Do a class survey about the future. Write a report with the results.

B Think and plan

Look again at the *Future Survey* on page 60 and listen to the teacher ask the questions. Answer Yes or No. The teacher will write the number of Yes and No answers on the board. Copy the results and use the information in your report.

Future Survey: results

	Yes	No
Question 1		
Question 2		

C Write

Paragraph 1: Introduction

Topic and general opinion

Paragraph 2: People in the future

Answers to questions 1–3 in the survey

Paragraph 3: Travel in the future

Answers to questions 4–6 in the survey

D Check

- singular and plural verbs
- quantity expressions

unit 7 Sport for all

Start thinking

- 1 Who's the captain of your country's national football team?
- 2 What kind of athletes compete in the Paralympic Games?
- 3 What companies sponsor sports teams in your country?

Aims

Vocabulary

- People in sport
- Compound nouns: sports

Grammar

- Imperatives
- *be going to*: affirmative and negative
- *will* and *be going to*
- *be going to*: questions
- Present continuous for future arrangements

Communication

- Ask about future arrangements
- Talk about plans and arrangements
- Write a formal letter

English plus Options +



Extra listening and speaking

Talking about scores

→ Page 98



Curriculum extra

Natural science:
Average speed

→ Page 106



Culture

National sports

→ Page 117

Vocabulary

People in sport

- 1 Match six of the words in the box with photos 1–6.

loser	finalist	champion
journalist	owner	supporter
sponsor	trainer	manager
captain	referee	

- 2 Complete the sentences with your own ideas.

- 1 ... is the captain of ...
- 2 ... is the manager of ...
- 3 ... were champions last year.
- 4 ... were finalists in a big competition last year.
- 5 ... are sponsors of ...
- 6 ... is a sports journalist on TV.

- 3 Play the *Team Manager* game on page 63. Explain your decisions.



Grammar: Imperatives

- 4 Study the tables. Then answer the questions.

Affirmative

Buy the player.
Speak to them.

Negative

Don't buy the player.
Don't speak to them.

→ Workbook page 94

- 1 What's the difference between the affirmative and negative?
- 2 Do you use a subject with the imperative?

- 5 Give advice to someone who wants to become a professional sportsperson. Use affirmative and negative imperative forms of the words in the box.

practise	drink	eat	find	go to bed	go
go out	contact				

Practise every day.

unit 7

Sport for all

Unit summary

Vocabulary

Core vocabulary:

People in sport: *captain, champion, finalist, journalist, loser, manager, owner, referee, sponsor, supporter, trainer*

Compound nouns: sports: *athletics stadium, basketball team, cycling competition, football match, football stadium, golf trophy, rugby fan, skiing tournament, swimming champion, table tennis player, tennis instructor*

Grammar

Imperatives

be going to: affirmative and negative

will and *be going to*

be going to: questions

Present continuous for future arrangements

Communication

Ask about future arrangements

Talk about plans and arrangements

Write a formal letter

English plus Options

Extra listening and speaking: Talking about scores (p.98)

Curriculum extra: Natural science: Average speed (p.106)

Culture: National sports (p.117)

Key competences

Learning to learn: Remember grammar (p.65)

Competence in social skills and citizenship: Team manager (p.63), Sports (p.66)

Artistic and cultural competence: People in sport (p.62)

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

- 1 Students' own answers.
- 2 Disabled athletes.
- 3 Students' own answers.

Vocabulary

People in sport

Aims

- Learn vocabulary for people in sport.
- Play the *Team Manager* game.
- Learn about imperatives.
- Practise using imperatives to give advice.

Warm-up

- With books closed, write the word *sport* on the board.
- Put students into pairs and ask them to write down as many names of sports as they can in two minutes.
- Ask students to call out sports they have written down. Write them on the board.
- Ask students if they know any words for people in sport. Elicit a few words and write them on the board.

Exercise 1

- Students match the words with the photos.
- Check answers with the class, and model and drill pronunciation of any words that are new to students.

ANSWERS

- | | | |
|-------------|--------------|-----------|
| 1 referee | 3 journalist | 5 manager |
| 2 supporter | 4 captain | 6 loser |

Exercise 2

- Students complete the sentences with their own ideas.
- Ask students to check their answers in pairs, then ask some students to read their answers to the class.

ANSWERS

Students' own answers.

Exercise 3

- Students play the *Team Manager* game individually, then compare their answers in pairs.
- Ask some students to report their own results and their partner's results. Ask whether they agree with the results.

ANSWERS

Students' own answers.

Exercises 4–5

- See page T63.

Grammar: Imperatives

Exercise 4

- Focus on the examples in the tables with the class. Students answer the questions.

ANSWERS

1 The negative is formed with 'do not', 'don't' or 'never'.

2 No.

LANGUAGE NOTE We don't use a subject before an imperative: *Buy the player.* NOT *You buy the player.*

In negative imperatives, we use *Don't* rather than *Not*: *Don't buy the player.* NOT *Not buy the player.*

Exercise 5

- Focus on the example with the class, and elicit one or two more examples from the class.
- Students prepare their advice individually, then practise giving their advice in pairs. Ask some students to report back on whether their partner gave good advice.

ANSWERS

Students' own answers.

+ Optional activity: Vocabulary

To practise or revise the vocabulary set in a fun way, play Twenty Questions. Demonstrate the activity by referring students back to the vocabulary in exercise 1. Tell the class you are thinking about a person in sport. Students must ask yes / no questions to guess who it is, for example: *Do you play a sport? Do you teach people how to play? Do you support a team?* The student who guesses the correct answer then thinks of a person in sport.

Competence in linguistic communication

This activity will help your students to understand and apply language rules.

+ Optional activity: Vocabulary

To practise imperatives, tell students they are going to play a game. Ask them to imagine that they are a football manager and they are going to give advice to their team before an important match. Ask them to work in pairs and write two pieces of advice using affirmative imperatives, and two using negative imperatives.

Ask pairs in turn to read out one piece of their advice. Ask if anyone else has written the same thing. If another pair has written the same piece of advice, they get no points. If their piece of advice is unique, they get a point. Continue going round the class asking for pieces of advice and awarding points where no other pairs have written the same advice. Correct any mistakes in the imperatives. Ask students to add up their points at the end to see who gave the most original advice.

Competence in social skills and citizenship.

This activity will help students to work appropriately in pairs.

Further practice

⇒ Workbook pages 56 and 57

⇒ Grammar reference, Workbook page 94

TEAM MANAGER

You're the manager of a team. Choose one piece of advice for each situation. Then look at the key.

- 1** The captain of the team is very negative at the moment.

- a Change the captain.
- b Be positive.



- 5** You've got the best trainer in the world. He wants to go to another team, but he's got a contract with your club.

- a Keep the trainer. He's got a contract.
- b Change the trainer. He isn't happy.



- 2** The owner of the club wants to buy a player. The player isn't very good, but he's the owner's friend.

- a Buy the player.
- b Don't buy the player.



- 6** You think that a referee made very bad decisions in a match.

- a Speak to journalists and players about the referee.
- b Don't speak to journalists or players about the referee.



- 3** The sponsors want to change the name of the club.

- a Accept. You need the money.
- b Don't accept. The club and its name are 100 years old.



- 7** You were champions last year. Now you can buy new players.

- a Don't buy new players. Your team is good.
- b Buy new players. The team can be better.



- 4** Some journalists say that you're a loser and you aren't a good manager.

- a Don't speak to them.
- b Be patient and polite.



- 8** The supporters aren't coming because the tickets are too expensive.

- a Don't change the price.
- b Change the price and play better.



KEY

Mostly b: Congratulations! You're a good manager. You're fair and very positive. You're flexible, but you've also got principles.

Mostly a: Watch out! If your team and its supporters aren't happy, you won't be successful. Try to be more flexible.

KEY

1  3.02 Read and listen to the text. What problem has Karen got with her sponsors?

Driving Ambition

Karen Lowe wants to be the fastest woman on four wheels.

How did you become interested in motor racing?

My dad raced cars and when I was younger I went and watched him. I loved the people and the atmosphere. I started in karts when I was nine. Then I drove rally cars. Next year I'm going to try Formula 3.

Is motor racing a popular sport in the UK?

It's massive! The UK is the centre of motor racing. There are 750 clubs in this country and 100,000 competitors.

But most of those competitors are men, I suppose.

There are more women than you think, but you don't see them very often because there aren't many women in Formula 1.

Why's that?

I think the situation will change. Not many women were really interested in the past. Also, journalists, sponsors and some drivers didn't support us. Now they say that it's good to have more women in the sport.

Will we have a woman Formula 1 champion one day?

Yes, I think that'll happen one day. Definitely.

Will it be you?

I don't know. You need a lot of money in this sport. Last year I was OK, but this year my sponsors aren't going to give me much.

So what are your plans?

I'm not going to stop racing. My dad is my manager now and he's going to contact more sponsors. I know that my family will always support me. They're my biggest fans.



Good luck!

Build your vocabulary

race	support	start
happen	try	contact

2 Read the text again and complete the sentences with information from the text.

- 1 Karen ... her dad when she was younger.
- 2 After karts, Karen raced
- 3 Motor racing ... popular in the UK.
- 4 In the future ... women will race in Formula 1.
- 5 Karen needs more ... this year.
- 6 Her dad is going to look for new

3 **ABOUT YOU** Answer the questions.

- 1 What sports do you like watching?
- 2 Which sportswomen do you like?
- 3 Is money important in all sports?
- 4 Have you got an ambition?

Reading

Aims

- Read about a female racing driver.
- Read for general meaning and specific information.
- Give your opinions about sport.

Warm-up

- With books closed, write *Formula 1* on the board. Elicit the meaning, and ask students what they know about the sport.
- Ask students if they know any Formula 1 drivers, then ask if they think that women also race Formula 1 cars.

Background

The woman who has competed the most frequently in Formula 1 was Lella Lombardi, from Italy, who was born in 1941. She competed in 17 Formula 1 Grand Prix, and finished in the top six in the 1975 Spanish Grand Prix. She is the only woman to have scored any points in a Formula 1 Grand Prix.

Exercise 1 3.02

- Refer students to the photo and ask them to read the title of the text. Ask them to guess what problem Karen has.
- Play the CD and ask students to read and listen.
- Students answer the question.

ANSWER

Karen's sponsors aren't going to give her much money.

Exercise 2

- Students read the text again and complete the sentences.
- Check answers with the class.

ANSWERS

- | | |
|--------------|------------|
| 1 watched | 4 more |
| 2 rally cars | 5 money |
| 3 is | 6 sponsors |

Build your vocabulary

- Ask students to find the words and phrases in the text and work out the meanings.
- Check understanding of the words and phrases, for example by asking students to translate them into their own language.

⇒ Workbook page 60

Exercise 3

- Read through the questions with the class and make sure that students understand everything.
- Ask students to prepare their answers to the questions individually.
- Students can ask and answer the questions in pairs.
- Ask some students to report back on their partner's answers and opinions.

ANSWERS

Students' own answers.

+ Optional activity: Reading

Dictate these sentences to the class, or write them on the board. Ask students to read the text again and decide if they are true or false.

Ask students to compare and discuss their answers in pairs.

- 1 Karen's dad raced cars in the past.
- 2 Karen wants to try Formula 1 next year.
- 3 There are no women in Formula 1 at the moment.
- 4 Karen thinks that in the future a woman will be a Formula 1 champion.
- 5 Karen's sponsors are her biggest fans.

ANSWERS

- 1 True.
- 2 False (she wants to try Formula 3 next year).
- 3 False (there are very few women in Formula 1).
- 4 True.
- 5 False (her family are her biggest fans).

Competence in linguistic communication

This activity will help your students to understand different types of text in detail.

+ Optional activity: Language

With books closed, dictate these sentences to the class or write them on the board.

Tell students that the sentences each contain one mistake, and the mistakes all relate to grammar they have studied in this book. Ask students to correct the sentences.

- 1 When I was younger I go and watched him.
- 2 There isn't many women in Formula 1.
- 3 Journalists and sponsors don't support us in the past.
- 4 Not many women was interested in the past.
- 5 My family always will support me.

Allow students to check their answers in the text. Point out to students that they should regularly go back and review grammar they have studied previously.

ANSWERS

- 1 When I was younger I went and watched him.
- 2 There aren't many women in Formula 1.
- 3 Journalists and sponsors didn't support us in the past.
- 4 Not many women were interested in the past.
- 5 My family will always support me.

Competence in linguistic communication

This activity will help students to reflect on the way language works and its rules.

Further practice

⇒ Workbook page 60

Grammar

be going to: affirmative and negative

Aims

- Learn *be going to* for plans and intentions.
- Write about plans and intentions using *be going to*.
- Listen for detail by doing a dictation.

Warm-up

- Refer students back to the reading text on page 64. Ask students to look in the first paragraph of the text and ask *What is Karen going to do next year?*
- Elicit the sentence *She's going to try Formula 3*. Write the sentence on the board and underline *going to*. Elicit that *be going to* refers to future plans.
- Ask students to find more examples of *be going to* in the text.

Exercise 1

- Students copy and complete the tables.
- Check answers with the class.

ANSWERS

- | | |
|----------|----------|
| 1 's | 4 isn't |
| 2 're | 5 aren't |
| 3 aren't | |

LANGUAGE NOTE We use *be going to* + infinitive: *I'm going to play football*. NOT ~~*I'm going to playing football*~~.

In the negative form, we use *not* + *be going to*: *He isn't going to come*. NOT ~~*He don't going to come*~~.

Exercise 2

- Students read the information, then complete the sentences.
- Ask students to check their answers in pairs, then check with the class.

ANSWERS

- | | |
|------------|------------------|
| 1 are | 4 is, to |
| 2 is, race | 5 isn't going to |
| 3 going to | 6 aren't, look |

Exercise 3

- Students write sentences about their own plans.
- Ask students to compare their answers in pairs, then ask some students to read their answers to the class.
- Correct any mistakes.

ANSWERS

Students' own answers.

Exercise 4 Dictation 3.03

- Tell students they are going to listen to five sentences.
- Play the CD and tell students just to listen.
- Play the CD again and tell students to write the sentences.
- Check answers.

ANSWERS

- 1 We're going to play the champions.
- 2 They aren't going to win.
- 3 It's going to be an interesting game.
- 4 Supporters are going to come from other countries.
- 5 Don't go if you haven't got a ticket.

will and be going to

Aims

- Learn the difference between *will* and *be going to*.
- Write sentences using *will* and *be going to*.
- Learn how to remember grammar.

Exercise 5

- Study the examples with the class.
- Elicit the answer to the question.

ANSWERS

- | | |
|--------|--------------|
| 1 plan | 2 prediction |
|--------|--------------|

LANGUAGE NOTE We use *be going to* when we have already decided and planned something: *I'm going to watch the match tonight*. NOT ~~*I will watch the match tonight*~~.

We use *will* when we make a prediction about the future: *I think you'll enjoy the film*. NOT ~~*I think you're going to enjoy the film*~~.

Exercise 6

- Students complete the sentences using *will* or *be going to*.
- Check answers with the class.

ANSWERS

- | | |
|---------------------|--------------|
| 1 are going to meet | 4 will be |
| 2 will be | 5 will leave |
| 3 are going to play | 6 'm going |

Study strategy: remember grammar

Exercise 7

- Point out to students that it is much easier to remember grammar through examples rather than rules.
- Students memorize one plan and one prediction, then invent more examples.
- Encourage students to record their examples and learn them, to remind themselves of the grammar point.

ANSWERS

Students' own answers.

Further practice

⇒ Workbook page 59

⇒ Grammar reference, Workbook page 94

Grammar

be going to: affirmative and negative

1 Copy and complete the tables.

Affirmative		
I'm	going to	play. go. drive.
You're		
He's / She (1) ... / It's		
We're / You're / They (2) ...		

Negative		
I'm not	going to	play. go. drive.
You (3) ...		
He / She / It (4) ...		
We / You / They (5) ...		

↔ Workbook page 94

2 Read the information. Then complete sentences 1–6.

Plans

	Karen	Karen's dad
Buy a new car	✓	✓
Race next year	✓	✗
Contact journalists	✗	✓
Look for a manager	✗	✗

- Karen and her dad ... going to buy a new car.
- Karen ... going to ... next year.
- Her dad isn't ... race next year.
- Her dad ... going ... contact journalists.
- Karen ... contact journalists.
- They ... going to ... for a new manager.

3 Write sentences about your plans. Use the affirmative and negative form of *be going to*.

I'm not going to buy a motorbike when I'm sixteen.

- (buy) a motorbike when I'm sixteen
- (support) a team next season
- (go) to the Olympics when I'm older
- (watch) sport on TV this weekend
- (buy) a car tonight

4  3.03 **DICTATION** Listen and write five sentences.

will and be going to

5 Study the examples. Which sentence is a plan and which is a prediction?

- Next year I'm going to try Formula 3.
- We'll have a woman champion one day.

↔ Workbook page 94

6 Write sentences with *be going to* (for plans and intentions) or *will* (for predictions).

I think that our team ... (win)

I think that our team will win.

- The players ... tomorrow morning. (meet)
- That was brilliant! Your manager ... very happy with you. (be)
- The finalists ... at three o'clock. (play)
- Maybe you ... a journalist when you're older. (be)
- I'm not sure. Maybe her trainer ... (leave)
- I ... to the match tonight. I've got tickets. (go)

Study strategy: remember grammar

7 Memorize an example of one plan and one prediction. Then invent two more examples.





Vocabulary and listening

Compound nouns: sports

- 1 Check the meaning of the words. Then choose the correct options.
 - 1 I want to be a **tennis tournament** / **tennis instructor**.
 - 2 What time's the **football match** / **football star**?
 - 3 I once won a **golf trophy** / **golf champion**.
 - 4 The competition was in the new **athletics match** / **athletics stadium**.
 - 5 I'm not a **rugby fan** / **rugby team**.
 - 6 Michael Phelps is a great **swimming stadium** / **swimming champion**.

- 2 Complete the sentences using words from A and B.

A

football	tennis
basketball	golf
athletics	cycling
table tennis	swimming
skiing	rugby

B

match	trophy
tournament	champion
season	competition
fan	player
stadium	team
instructor	club

The Champions League is a *football tournament*.

- 1 Rafael Nadal is a ...
- 2 The Tour de France is a ...
- 3 The Santiago Bernabéu is a ...
- 4 The Grand Slalom is a ...
- 5 The Detroit Pistons are a ...
- 6 Usain Bolt is an ...

Fast finisher

Invent quiz questions with words from A and B in exercise 2.

When does the football season start?

- 3 3.04 Look at the photos. You are going to listen to three people speaking about disabled people and sport. Guess which of these expressions are not in the interviews. Then listen and check.

rugby player skiing competitions disabled athlete
athletics fan swimming team golf club



- 4 3.04 Listen again and answer the questions.

- 1 Is Susan going to prepare for skiing competitions next year?
- 2 What job is she going to do in her ski school?
- 3 Why is Oscar Pistorius going to prepare for the Olympics and not the Paralympics?
- 4 What was Oscar's sport before he started athletics?
- 5 How is the basketball team going to use its money?
- 6 Are the basketball players going to play next week?

Vocabulary and listening

Compound nouns: sports

Aims

- Learn compound nouns to do with sport.
- Listen to three people talking about disabled sport.
- Listen for general meaning and specific details.

Warm-up

- With books closed, ask students to name some people in sport. Write their names on the board and ask: *What is this person?* Elicit the compound nouns *tennis / football player* and write them on the board.
- Focus on the compound nouns and tell students they are going to learn more compound nouns to do with sport.

Exercise 1

- Students check the meanings of the words in their dictionaries, or in the wordlist on pages 112–125 of the Workbook.
- Students choose the correct answers.
- Check answers with the class. Point out that in compound nouns, the stress falls on the first word, not the second word.

ANSWERS

- | | |
|---------------------|---------------------|
| 1 tennis instructor | 4 athletics stadium |
| 2 football match | 5 rugby fan |
| 3 golf trophy | 6 swimming champion |

Exercise 2

- Read the instructions and the example sentence with the class.
- Students form compound nouns and complete the sentences.

ANSWERS

- 1 tennis player / champion
- 2 cycling competition / tournament
- 3 football stadium
- 4 skiing tournament / competition
- 5 basketball team
- 6 athletics champion

Fast finisher

- Refer fast finishers to the Fast finisher activity.
- Students can write their quiz questions, then ask and answer them with another fast finisher.
- Alternatively, when everyone has finished, fast finishers can ask the whole class and students can compete to answer.

Exercise 3 3.04 Tapescript page T122

- Focus on the photos and read the instructions with the class. Elicit or explain the meaning of *disabled*.
- Students discuss in pairs which expressions they think will not be in the interviews.
- Play the CD and ask students to check their answers.

ANSWERS

swimming team, golf club

Exercise 4 3.04 Tapescript page T122

- Play the CD again and ask students to answer the questions.

ANSWERS

- 1 No, she isn't.
- 2 She's going to be a skiing instructor.
- 3 He says that he isn't a disabled athlete.
- 4 He was a rugby player.
- 5 They're going to get a special bus.
- 6 Yes, they are.

+ Optional activity: Vocabulary

Play a game to practise the compound nouns.

Put students into pairs and refer them back to the words in exercise 2. They have four minutes to form as many compound nouns as they can, using the words. They must also write a brief sentence to show that they understand its meaning.

When time is up, ask students in turn to read out their compound nouns, checking that they have used them correctly in a sentence. Write each new compound noun on the board and tell students to give themselves a point if they got this one correct.

Continue until you have covered all the compound nouns students came up with. The pair with the most points wins.

Artistic and cultural competences • Competence in social skills and citizenship

This activity will help develop your students' own creative abilities. It will also help them to work appropriately in pairs.

+ Optional activity: Listening

Write the three names *Susan*, *Oscar*, and *Harriet* on the board. Dictate these questions to the class.

Who ...

- 1 won a prize?
- 2 is going to travel around the country?
- 3 needs a special form of transport?
- 4 is very fast?
- 5 is going to visit schools?
- 6 is a team manager?

Ask students to answer the questions from memory. Then play the recording again, pausing to allow students to check their answers.

ANSWERS

- | | | |
|-----------|-----------|-----------|
| 1 Harriet | 3 Harriet | 5 Susan |
| 2 Susan | 4 Oscar | 6 Harriet |

Competence in linguistic communication

This activity will help your students to understand different types of oral text.

Further practice

➡ Workbook pages 58 and 109

Grammar

be going to: questions

Aims

- Learn the question form of *be going to*.
- Write questions using *be going to*.

Warm-up

- Refer students back to exercise 4 on page 66.
- Ask students to find examples of questions using *be going to*.
- Ask: *Does the word order change in questions with be going to?* Elicit students' ideas, but don't confirm or reject them at this stage.

Exercise 1

- Students copy the table and complete it.
- Check answers with the class.
- Read out the yes / no questions and elicit the short answer forms.

ANSWERS

- | | |
|--------|--------|
| 1 is | 3 play |
| 2 What | 4 Are |

LANGUAGE NOTE The forms *am / is / are* come before the subject in questions with *be going to*: *Is he going to leave school?* NOT *He is going to leave school?*

Exercise 2

- Students order the words and write the questions.
- Check answers with the class.

ANSWERS

- 1 Is he going to win?
- 2 What player is the manager going to buy?
- 3 Where's the new stadium going to be?
- 4 Are the rugby fans going to go?
- 5 Are the swimming stars going to be there?
- 6 When's the tennis tournament going to start?

Exercise 3

- Read the task with the class and do the first question with the class as an example.
- Students write the questions.
- Ask students to compare their answers in pairs, then check answers with the class.

SUGGESTED ANSWERS

- 1 When are we going to travel?
- 2 Are you going to go with Lidia?
- 3 Where are they going to play?
- 4 When is it going to start?
- 5 Are you going to play?
- 6 Is she going to watch?

Exercise 4

- Read the task and the example with the class.
- Elicit one or two more questions from the whole class, to make sure that students understand the task.
- Students write their questions, then write answers.
- Ask students to check their answers in pairs and correct any mistakes in their partner's questions.
- Ask some students to read their questions and answers to the class.

ANSWERS

Students' own answers.

Present continuous for future arrangements

Aims

- Learn the use of present continuous for future arrangements.
- Learn key phrases for asking about future arrangements.
- Practise asking about future arrangements using the present continuous.

Exercise 5

- Read the examples and rules with the class.
- Students complete the sentences.
- Check answers with the class.

ANSWERS

- | | |
|----------|----------|
| 1 having | 4 Is |
| 2 are | 5 aren't |
| 3 doing | |

LANGUAGE NOTE We use the present continuous for definite arrangements that are planned and agreed for the future: *I'm going to Madrid on Saturday*. NOT *I will go to Madrid on Saturday*.
The taxi is coming to collect us at six o'clock. NOT *The taxi will come to collect us at six o'clock*.

How to: ask about future arrangements

Exercise 6

- Read through the key phrases with the class.
- Allow students time to prepare their questions individually.
- Students ask and answer their questions in pairs.
- Ask some pairs to ask and answer their questions for the class.

ANSWERS

Students' own answers.

Pronunciation: recognizing contractions

⇒ Workbook page 102

Teaching notes page T127

Further practice

⇒ Workbook page 59

⇒ Grammar reference, Workbook page 94

Grammar

be going to: questions

- 1 Copy and complete the table with the words in the box.

is What Are play

Question word	be	Subject	going to	Verb
Where	am	I	going to	practise? watch? (3) ...?
–	Are	you		
When	(1) ...	she		
(2) ...	are	we		
–	(4) ...	they		

➡ Workbook page 94

- 2 Order the words to make questions.

- going to / win / he / is / ?
- what player / the manager / is / going to / buy / ?
- the new stadium / be / going to / where's / ?
- going to / the rugby fans / go / are / ?
- be there / the swimming stars / are / going to / ?
- start / the tennis tournament / when's / going to / ?

- 3 Write questions for the **blue** answers using **be going to**.

- We're going to travel **tomorrow**.
- No**, I'm not going to go **with Lidia**.
- They're going to play **in Liverpool**.
- It's going to start **at one o'clock**.
- Yes**, I'm going to play.
- Yes**, she's going to watch.

- 4 Imagine that a friend is organizing a trip to a match. Write four questions using the words in the squares. You can use the words more than once. Then think of answers.

Who are you going to meet? I'm going to meet my cousins.

who	we	you
going	to	win
what	the players	meet
go	where	are
see	the fans	support

Present continuous for future arrangements

- 5 Study the examples and rules. Then complete sentences 1–5.

We're travelling to another tournament next Friday.
He's competing in the next Olympic Games.

RULES

We can use the present continuous when we talk about arrangements in the future.
We often use a time expression in these cases.

➡ Workbook page 94

- I'm ... lunch in a restaurant **tomorrow**.
- Who ... you visiting **at Christmas**?
- What are you ... **after school**?
- ... Joe going to the rugby match **this weekend**?
- We ... staying here in the **summer holidays**.
We're going to France.

How to: ask about future arrangements

- 6 Study the key phrases. Then ask and answer questions with a partner. Use the **blue** phrases from exercise 5.

KEY PHRASES

Are you doing anything ... ?
Have you got any plans for ... ?
What's happening ... ?
What are you up to ... ?

Are you doing anything tomorrow?

I'm going to my friend's party.

Pronunciation: recognizing contractions

➡ Workbook page 102

How to: talk about plans and arrangements

- 1  3.08 Listen to the dialogue. Where and when is Callum meeting Gemma?

Gemma Callum ... Callum!

Callum Yes? Oh, hi, Gemma.

Gemma Are you doing anything this evening?

Callum No, nothing special. Why?

Gemma I'm going to a basketball match if you're interested.

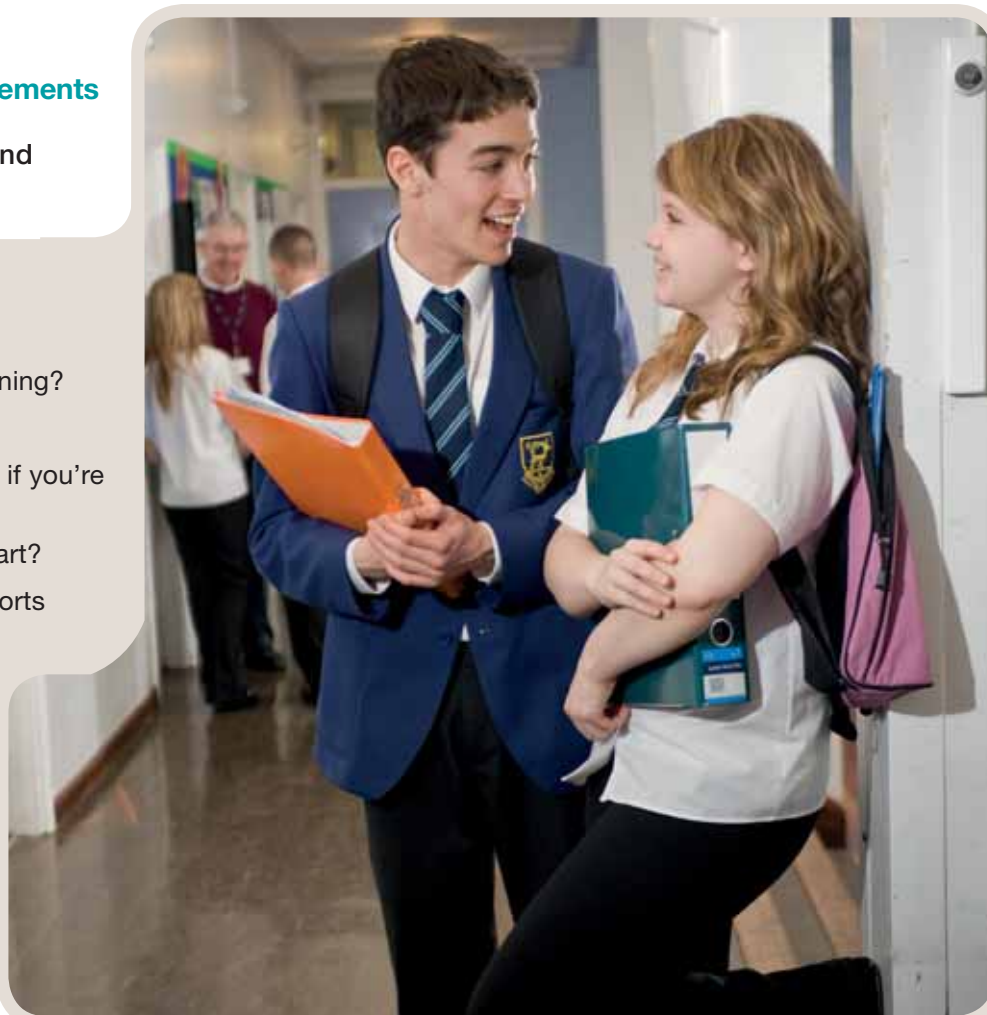
Callum Yes, great. What time does it start?

Gemma It's on at eight o'clock at the sports centre.

Callum OK. Shall I meet you outside at about seven thirty?

Gemma Yeah, OK. I'll see you there.

Callum See you later, Gemma.



- 2  3.09 Listen to the key phrases. Then practise the dialogue.

KEY PHRASES

Are you doing anything this evening?
No, nothing special.
... if you're interested.
It's on at eight o'clock.
Shall I meet you outside?

- 3  3.10 Listen and repeat the sentences. Practise linking the words.

- 1 What are we going to eat?
- 2 I'm not interested in golf.
- 3 Are you interested in a game of rugby?
- 4 Are you doing anything on Friday afternoon?
- 5 There's a tennis match on Monday evening.

- 4 Look at the posters. What information can you change in the dialogue in exercise 1? Prepare and practise a new dialogue with your partner.



Speaking

How to: talk about plans and arrangements

Aims

- Listen to a conversation about plans and arrangements.
- Learn key phrases for talking about plans and arrangements.
- Practise talking about plans and arrangements.

Warm-up

- With books closed, ask students if they ever meet their friends at the weekend.
- Ask where they go and what they do.
- Ask when they make their plans for the weekend and how they make the arrangements.
- Ask them to imagine that they want to meet some friends and go to a football match. Ask: *what things do you need to talk about with your friends?*
- Elicit that they will talk about where they should meet and what time they should meet.
- Tell students they are going to practise a conversation like this in English.

Exercise 1 3.08

- Play the CD. Students read and listen.
- Ask where and when Callum is meeting Gemma.

ANSWER

He's meeting her outside the sports centre at 7.30.

Exercise 2 3.09

- Read through the key phrases with the class.
- Ask students to find the key phrases in the dialogue and translate them into their own language.
- Play the CD and ask students to listen to the phrases.
- Students practise the dialogue in pairs.

Exercise 3 3.10

- Focus on the sentences and point out the linking marks. Point out that in speech we often link words together.
- Play the CD and ask students to repeat the sentences, linking the words together as shown.

Exercise 4

- Ask students to work in pairs and prepare a new dialogue, adding new details from one of the posters.
- Students practise the dialogue with a partner.
- Students swap roles and practise again.
- Ask some students to perform their dialogues for the class.

+ Optional activity: Speaking

Ask students to work in pairs and choose another sporting event that is mentioned in this unit.

Ask them to prepare a dialogue in which they arrange to go and watch the event.

Monitor and help students while they are preparing their dialogues.

When students are ready, they can practise their dialogues in pairs. Tell them that they should try to practise their dialogues without reading from their scripts if possible.

Ask some pairs to perform their dialogues for the class.

Artistic and cultural competences • Competence in social skills and citizenship

This activity will help develop students' creative abilities. It will also help them to work appropriately in pairs.

Writing

How to: write a formal letter

Aims

- Study a model text.
- Learn key phrases for writing a formal letter.
- Learn about layout and language in a formal letter.
- Write a formal letter.

Warm-up

- With books closed, ask students if they ever write letters.
- Ask who they write letters to, and why.
- Ask if they ever write formal letters.
- Ask who they might write a formal letter to, and why.

Exercise 1

- Ask students to read the model text quickly and ask: *What does the person who wrote this letter want?* (they want money for a sports tournament)
- Students read the model text again and answer the questions.
- Check answers with the class.

ANSWERS

- 1 Mary Grant.
- 2 The first paragraph.
- 3 No, there aren't.

Exercise 2

- Read through the key phrases with the class.
- Ask students to find the key phrases in the model letter and translate them into their own language.

Exercise 3 Language point: layout and language in a formal letter

- Students look at the model text again and find the information.
- Check answers with the class.
- Ask students if the layout of a formal letter is the same in their language.

ANSWERS

- 1 At the top of the letter.
- 2 At the top right of the letter.
- 3 Underneath his or her name, at the bottom of the letter.

Exercise 4 Writing guide

- Read the task notes with the class.
- Students read the model text and order the sentences.

SUGGESTED ANSWER

b, a, e, d, c

- Students write their letters, following their paragraph plan. This can be set for homework.
- Tell students to check their work, and check they have used the correct layout and full forms of all the verbs.

+ Optional activity: Writing

Dictate these sentences to the class with books closed. Ask students to change the contractions to full forms.

- 1 I'm writing because we're planning a tournament.
- 2 He's looking for a new sponsor.
- 3 It'll be good publicity for your company.
- 4 Please contact me if you're interested.

ANSWERS

- 1 I am writing because we are planning a tournament.
- 2 He is looking for a new sponsor.
- 3 It will be good publicity for your company.
- 4 Please contact me if you are interested.

Competence in linguistic communication

This activity will help your students to reflect on the way language works and its rules.

Further practice

⇒ Workbook page 61

End-of-unit activities

Progress review

⇒ Workbook pages 62–63

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as the phrases taught in 'How to' sections. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation.

★ For students who need extra help:

- ⇒ Teacher's Resource Book ★ vocabulary and grammar
- ⇒ Grammar reference, Workbook page 94

★★ For students who need more practice:

- ⇒ Teacher's Resource Book ★★ vocabulary and grammar
- ⇒ Grammar reference, Workbook page 94
- ⇒ Vocabulary puzzles, Workbook page 109

★★★ For students who need extra challenge:

- ⇒ Teacher's Resource Book ★★★ vocabulary and grammar
- ⇒ Extra listening and speaking, Student's Book page 98
- ⇒ Curriculum extra, Student's Book page 106
- ⇒ Culture, Student's Book page 117

Tests

⇒ Unit 7 Tests

Writing

How to: write a formal letter

1 Read the model text and answer the questions.

- 1 Who is writing the letter?
- 2 Which paragraph gives the aim of the letter?
- 3 Are there any contractions in the letter?



44 Limerick Road, Cork, Ireland

3rd March

Dear Sir or Madam

I am the captain of a basketball club in Cork, Ireland. The name of the club is The Cork Bouncers. I am writing to you because we are planning a tournament and we are looking for sponsors.

The tournament will take place in July. Teams and fans from six countries are going to be in Cork for this event, and I think that it will be good publicity for your company.

Please contact me if you are interested in sponsoring us or if you need any more information. I look forward to hearing from you.

Yours faithfully

Mary Grant
Captain

2 Study the key phrases.

KEY PHRASES

Dear Sir or Madam
I am writing to you because ...
Please contact me ...
I look forward to hearing from you.
Yours faithfully

Language point: layout and language in a formal letter

3 Look again at the model text and find the information.

- 1 The writer's address.
- 2 The date.
- 3 The writer's title.

4 Follow the steps in the writing guide.

Writing guide

A Task

You're going to participate in a cycling competition. Write a formal letter to a local company about becoming your sponsor.

B Think and plan

Read the model text again and order sentences a–e.

- a Need a sponsor
- b Planning to participate in a big competition next year
- c Big event with 20,000 spectators
- d Teams from 23 countries
- e In London in May

C Write

Paragraph 1: Introduction

Who are you? Why are you writing?

Paragraph 2: Aims

What are you going to do? Give information about the competition.

Paragraph 3: Information

Ask the person to contact you.

D Check

- layout of the letter
- full form of verbs (not contractions)



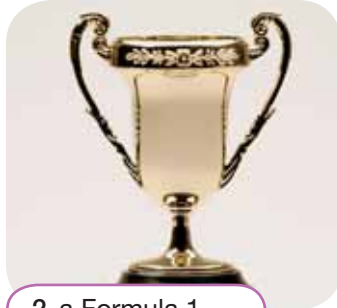
Consolidation units 6–7

Vocabulary

1 Look at the photos and complete the expressions.



1 a ... girl



2 a Formula 1 ...



3 a ... euros



4 ... players



5 a football ...



6 a ... eggs



7 an ... man



8 an athletics ...

Grammar

2 Choose the correct words A, B or C.

- 1 If it ... , we'll stay at home.
- 2 We ... play golf on Saturday.
- 3 I ... at school tomorrow.
- 4 What ... doing this weekend?
- 5 I reckon that he ... the match.
- 6 ... lose the competition!
- 7 I'm ... a party tonight.
- 8 Anna ... happy if Leo comes.
- 9 Where ... go?
- 10 He isn't ... to speak to you.

A

- 1 'll rain
- 2 's going to
- 3 not be
- 4 you are
- 5 wins
- 6 Don't
- 7 have
- 8 isn't be
- 9 will they
- 10 go

B

- 1 won't rain
- 2 're going to
- 3 'm not
- 4 are you
- 5 'll win
- 6 Won't
- 7 having
- 8 isn't being
- 9 they will
- 10 going

C

- 1 rains
- 2 're going
- 3 won't be
- 4 do you
- 5 'll wins
- 6 Not
- 7 going have
- 8 won't be
- 9 they'll
- 10 not

Error correction

3 Correct the sentences and questions.

- 1 I think John ~~will~~ be famous. °
- 2 If you'll win, you'll get a trophy. °
- 3 Where they are going to stay? °
- 4 They ~~don't~~ come to the party tonight. °
- 5 I'm ~~meet~~ Lucas this afternoon. °
- 6 Jan and her mum ~~is~~ going to go shopping. °

Translation

4 Translate the sentences and questions.

- 1 We won't live in another country.
- 2 Are you going to play football on Saturday?
- 3 If he goes to university, he'll study history.
- 4 Don't watch TV!
- 5 I won't be happy if they lose the match.
- 6 We're going to London next week.

Consolidation units 6–7

Vocabulary

Exercise 1

- Students write the correct word or expression for each photo. Give them the first letter if necessary.
- Check answers with the class. Accept all reasonable answers.

ANSWERS

- | | |
|--------------|-------------|
| 1 shy | 5 referee |
| 2 trophy | 6 dozen |
| 3 thousand | 7 impatient |
| 4 basketball | 8 stadium |

Grammar

Exercise 2

- Read the task with the class and make sure students understand what they have to do.
- Students choose the correct words.
- Check answers with the class.

ANSWERS

1 C 2 B 3 C 4 B 5 B 6 A 7 B 8 C 9 A 10 B

Error correction

Exercise 3

- Read the task with the class and point out that the errors can be in spelling, word order or grammar.
- Students write the correct sentences and questions.
- Check answers with the class.

ANSWERS

- 1 I think John will be famous.
- 2 If you win, you'll get a trophy.
- 3 Where are they going to stay?
- 4 They aren't going to come to the party tonight / They aren't coming to the party tonight. ('They won't come' is also possible if a prediction.)
- 5 I'm going to meet Lucas this afternoon / I'm meeting Lucas this afternoon.
- 6 Jan and her mum are going to go shopping.

Translation

Exercise 4

- Students translate the sentences and questions into their own language.
- Check answers with the class.

ANSWERS

Answers in students' own language.

+ Optional activity: Consolidation

Refer students back to the photographs of sports people on pages 64 and 66.

For homework, ask students to look online and find information about another young sports person. Ask them to download a photo of the person, and write a few sentences saying what the person's sport is, what the person did last year or in the past, and what they are going to do in the future.

In the next lesson, students can read their sentences to the class, or you could make a display of the pictures and texts on the classroom wall.

Competence in processing information and use of ICT

This activity will help your students to understand the nature, role and opportunities of ICT in everyday contexts, including searching for, collecting and processing information.

Cumulative review units 1–7

Vocabulary

Exercise 5

- Students complete the lists with the correct words and expressions.
- Check answers with the class.

ANSWERS

- | | |
|-----------|------------|
| 1 make-up | 5 dance |
| 2 valley | 6 climb up |
| 3 trainer | 7 scary |
| 4 chair | 8 decade |

Grammar

Exercise 6

- Students complete the email with the correct form of the verbs.
- Check answers with the class.

ANSWERS

- | | |
|--------------|--------------|
| 1 'm writing | 5 will be |
| 2 're having | 6 Did you go |
| 3 will be | 7 played |
| 4 see | 8 were |

Communication

Exercise 7

- Students choose the correct answers to the questions.
- Check answers with the class.

ANSWERS

- 1 a 2 a 3 b 4 a 5 b 6 b

Exercise 8

- Students write responses for the situations.
- Check answers with the class.

ANSWERS

Students' own answers.

Exercise 9

- Tell students to take it in turns to read one of the expressions or questions in exercises 7 and 8.
- Their partner should respond in an appropriate way. Tell students to try and respond without looking at the book.
- Encourage them to help their partner if he or she cannot think of an appropriate response.
- Students work in pairs to practise the situations.

+ Optional activity: Consolidation

To consolidate students' understanding of the vocabulary and grammar in units 1–7, tell students they are going to interview each other about sport. Write these questions on the board, and elicit a few more questions from the class.

What sports do you do now? Where? How often?

How much money do you spend on your sports?

What sports did you do in the past?

Do you enjoy watching sport on TV? Why?

Who are your favourite sports stars? Why?

Describe a memorable sporting event you went to in the past. Where was it? What happened?

What sports are you going to do in the future?

Tell students to look back through the units they have studied to find useful vocabulary.

Put students into pairs to interview each other. Ask students to report back to the class on who is more sporty in each pair.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help your students to develop their creative abilities. It will also help them to work appropriately in pairs.

Cumulative review units 1–7

Vocabulary

5 Complete the lists with the words and expressions in the box.

climb up decade trainer scary valley dance make-up chair

- | | |
|-------------------------------------|--|
| 1 jewellery, purse, sunglasses, ... | 5 paint, sing, play, ... |
| 2 forest, river, desert, ... | 6 swim across, jump over, fly off, ... |
| 3 sponsor, captain, manager, ... | 7 exciting, tasty, boring, ... |
| 4 table, bookcase, sofa, ... | 8 century, year, day, ... |

Grammar

6 Complete the email with the correct form of the verbs.

To: Sue

Subject: Party

Hi Sue,

I (1) ... (write) to you because we (2) ... (have) a party at the youth club on Saturday at 8 p.m. It's Mike's birthday – he (3) ... (be) sixteen! It's a surprise party so don't say anything to Mike if you (4) ... (see) him!

I'm sure the music (5) ... (be) great because The Futons are playing. (6) ... (you / go) to Jen's party six months ago? They (7) ... (play) then and they (8) ... (be) brilliant.

Email me if you can come.

Leah



Communication

7 Choose the correct answers to the questions.

- | | |
|--|---|
| 1 Are you doing anything tonight?
a Nothing special. b OK, great. | 4 What do you think of this?
a Not much. b Come on! |
| 2 When's the match on?
a At eight o'clock. b Yesterday. | 5 Did you jump into the river?
a Well done! b You're kidding! |
| 3 Do you think they'll win?
a If you're interested. b Yes, definitely. | 6 Can you do the washing-up?
a It's OK, I suppose. b Is it OK if I do it later? |

8 Write a response for each situation.

1 Can I ask you a question?

2 What do you think you'll study at university?

3 How was the party?

9 Work with a partner. Practise the situations from exercises 7 and 8.

unit 8 Are you scared?

Start thinking

- 1 What's a roller coaster? Is it fun or scary?
- 2 What is arachnophobia?
- 3 What's the most dangerous job in the world?

Aims

Vocabulary

- Past participles
- Injuries

Grammar

- Present perfect: affirmative and negative
- Present perfect: questions

Communication

- React to what people say
- Help when there's a problem
- Write a dialogue for a story

English plus Options +



Extra listening and speaking

Phoning a medical helpline

→ Page 99



Curriculum extra

Language and literature: Stories

→ Page 107



Culture

The emergency services

→ Page 118

Vocabulary

Past participles

- 1 Do the *Risks and Danger* questionnaire on page 73. Then compare your answers with a partner. Who's more comfortable with risks and danger?

- 2 Translate the **blue** phrases in the questionnaire. Then complete the table with the past participles.

Past participles	
Regular	Irregular
<i>want – wanted – wanted</i>	

Study strategy: checking and learning past participles

- 3 Which of the **blue** verbs in 1–10 are in the irregular verbs list on page 121? Add all the verbs and their past participles to the table in exercise 2.

- | | |
|---------------------------------------|---|
| 1 (visit) another country | 6 (buy) things on the internet |
| 2 (study) all night | 7 (play) in a band |
| 3 (drive) a car | 8 (swim) in the sea |
| 4 (fall) off a bicycle | 9 (paint) a picture |
| 5 (meet) a person from Japan | 10 (be) in a tennis tournament |

- 4 Test your partner. What are the past forms and past participles of the verbs from exercises 2 and 3?



- 5 Write sentences with *I've* + past participle or *I've never* + past participle and the verbs in exercise 3.

I've visited another country.

I've never studied all night.

unit 8

Are you scared?

Unit summary

Vocabulary

Core vocabulary:

Past participles: *been, done, eaten, had, spoken, touched, tried, wanted*

Injuries: *bite, break, bruise, burn, cut, injury, sprain*

Grammar

Present perfect: affirmative and negative

Present perfect: questions

Communication

React to what people say

Help when there's a problem

Write a dialogue for a story

English plus Options

Extra listening and speaking: Phoning a medical helpline (p.99)

Curriculum extra: Language and literature: Stories (p.107)

Culture: The emergency services (p.118)

Key competences

Learning to learn: Checking and learning past participles (p.72)

Artistic and cultural competence: Write a dialogue for a story (p.79)

Competence in social skills and citizenship: Phobias: Feel the fear (p.74)

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

- 1 A roller coaster is a fairground ride.
- 2 Arachnophobia is a fear of spiders.
- 3 Students' own answers.

Vocabulary

Past participles

Aims

- Do a quiz about risks and dangers.
- Learn regular and irregular past participles.
- Learn how to check and learn past participles.

Warm-up

- With books closed, write the words *risk* and *danger* on the board and elicit the meanings.
- Ask students if they do any things that are dangerous. Elicit some ideas.
- Ask students if they enjoy taking risks. Elicit a variety of responses.

Exercise 1

- Students do the questionnaire individually, then compare their answers with a partner.
- Ask students to report back on who is more comfortable with risks and danger. If students answer Mostly A, they are very comfortable with risks and danger. If they answer Mostly B, they are quite comfortable with risks and danger. If they answer Mostly C, they are not very comfortable with risks and danger.

ANSWERS

Students' own answers.

Exercise 2

- Students translate the phrases into their own language.
- Ask students to copy the table, then complete it with the past participles.
- Check answers with the class.

ANSWERS

Regular:

touch – touched – touched

Irregular:

do – did – done

go – went – been

have – had – had

eat – ate – eaten

try – tried – tried

speak – spoke – spoken

Exercises 3–5

- See page T73.

Study strategy: checking and learning past participles

Exercise 3

- Students check which of the blue verbs are in the irregular verbs list, then add all the verbs to the table.
- Check answers with the class.

ANSWERS

Regular:

visit – visited – visited
study – studied – studied
play – played – played
paint – painted – painted

Irregular:

drive – drove – driven
fall – fell – fallen
meet – met – met
buy – bought – bought
swim – swam – swum
be – was / were – been

Exercise 4

- Tell students they are going to test each other on the past participles.
- Allow them some time to study the past participles and learn them.
- Students work in pairs and take it in turns to test each other. Tell them to give their partner a point each time they give the correct past participle.

Exercise 5

- Students write sentences using the past participles.
- Ask students to compare their answers in pairs.
- Ask some students to read some of their sentences to the class.

ANSWERS

Students' own answers.

+ Optional activity: Vocabulary

Play a mime game to practise the past participles. Write on the board the sentence beginning *I've ...*, then mime one of the actions from exercise 3. Ask students to guess the activity and complete the sentence. Award a point to the first student who guesses correctly, and ask that student to mime another of the actions.

Artistic and cultural competence • Competence in linguistic communication

This activity will help your students to develop their own creative abilities. It will also help them to understand and apply language rules.

+ Optional activity: Vocabulary

To practise checking past participles, ask students to work individually and find five more verbs in the irregular verbs list on page 121. Ask them to make a list of the infinitive form of their verbs.

Ask students to close their books. Put students into pairs and ask them to swap lists with their partner. Tell them that when you say 'go' they should open their books and see how quickly they can find the irregular past participles for their partner's verbs. Ask them to raise their hand when they have finished.

When students have finished, ask them to write sentences using the new past participles, like the sentences they wrote in exercise 5. Ask some students to read their sentences to the class.

Learning to learn

This activity will help your students to use reference materials to internalize and reflect on the way languages are organized.

Further practice

⇒ Workbook page 64

Risks and Danger

How adventurous are you?



1 Sports and activities

- a I've **done** one of these activities: martial arts, climbing, sailing, skiing.
- b I've often **wanted** to try one of these activities.
- c I don't like the idea of any of these activities.



4 In the wild

- a I've often **been** outside in a storm in the dark. It's cool.
- b I'm not very happy when I'm outside in a storm or in the dark.
- c I never go out in a storm.



2 Thrills

- a I've **been** on a roller coaster. I'm not scared of them. I'll try anything once.
- b I'll try things if they aren't too scary, but I don't like things if they're high or fast.
- c I prefer to have my feet on the ground. I don't like roller coasters.



5 Phobias

- a I've **had** a spider or insect in my hand.
- b I've **touched** a spider or insect, but I don't like them.
- c I really hate spiders and insects and I don't go near them.



3 New experiences

- a I've **eaten** some exotic food, like Chinese or Indian food.
- b I've **tried** one or two new things this year.
- c I don't like trying new things.



6 Speaking in public

- a I've often **spoken** English in front of my class. It isn't a problem.
- b I've **spoken** English in front of my class, but it isn't fun.
- c I don't speak in front of my class in any language. I don't like it.

1 3.14 Read and listen to the text. What do pronouns 1–5 refer to in the text?

- | | |
|-------------------------------------|---------------------|
| 1 them (paragraph 1) <i>spiders</i> | 4 he (paragraph 3) |
| 2 them (paragraph 2) | 5 one (paragraph 4) |
| 3 she (paragraph 2) | |



Feel the fear!

I hate spiders. A lot of people dislike spiders, but I'm really terrified of them, and it's a problem. If there's a spider in a room, I won't go in. I've stayed at my friends' houses three times this year because there were spiders in our house. It sounds ridiculous, and if you haven't got a phobia, you won't understand. But I *have* got a phobia – arachnophobia.

So two months ago I went with my mum to a specialist called Mark Tanner. Mark has helped a lot of people with phobias. Some of them were 'normal' phobias, like dogs, snakes and the dark, and some of them were strange; there are people with phobias of bananas, or eating in public. And there was a girl with a phobia of school. She hasn't been to school this year!

Anyway, the specialist has helped me. First we looked at photos of spiders, and then DVDs. Then he gave plastic spiders to my family and they hid them around the house. That was terrible, but it was a good idea. I also wrote a 'spider diary' every time I saw a real spider.

I've looked at hundreds of spiders with Mark. That's the idea of 'exposure therapy'. When you've seen a thousand spiders, they aren't scary. Next week Mark says that I must touch one. I'm not sure about that. I've never touched a spider and I don't know if I can. We'll see ...

Some phobias and their names

- aerophobia** – fear of flying
- brontophobia** – fear of thunderstorms
- claustrophobia** – fear of being in a small space
- dentophobia** – fear of dentists
- ephebiphobia** – fear of teenagers
- ophidiophobia** – fear of snakes

 **Build your vocabulary**
terrified ridiculous strange scary

2 Read the text again and write *true* or *false*. Correct the false sentences.

- 1 The author's phobia has affected her life.
- 2 All phobias are easy to understand.
- 3 The specialist has worked with people with different phobias.
- 4 The author doesn't agree with the specialist's methods.
- 5 She hasn't touched a spider.
- 6 She's definitely going to touch a spider the next time she's with the specialist.

3 **ABOUT YOU** Answer the questions.

- 1 Do you know the names of any other phobias?
- 2 Do you like spiders and insects?
- 3 Are you scared of anything? What?
- 4 Do you think that the specialist's methods are good?
- 5 Which is more frightening: a spider or a snake?

Reading

Aims

- Read about phobias.
- Read for general meaning and specific information.
- Talk about fears and phobias.

Warm-up

- With books closed, ask students if they are frightened of anything.
- Elicit some ideas, then write the word *phobia* on the board. Ask students what it means.
- Ask students if they know anyone who has a phobia.

Exercise 1 3.14

- Refer students to the photos and the title. Ask what they think the author is scared of.
- Play the CD. Students read and listen to the text.
- Ask if their predictions were correct, then focus on the pronouns. Ask students to find the pronouns in the text and decide what they refer to.
- Ask students to compare their answers with a partner.

ANSWERS

- | | |
|---------------|------------------|
| 2 the phobias | 4 the specialist |
| 3 the girl | 5 a spider |

Exercise 2

- Students read the text again and decide if the sentences are true or false. Remind them to correct the false sentences.

ANSWERS

- 1 True.
- 2 False (some phobias are strange – people with phobias of bananas or eating in public).
- 3 True.
- 4 False (she thinks the specialist has good ideas).
- 5 True.
- 6 False (she doesn't know if she can touch a spider).

Build your vocabulary

- Ask students to find the words in the text and work out the meanings.
- Check understanding of the words.

⇒ Workbook page 68

Exercise 3

- Focus on the phobias in the box. Read the words with the class and make sure they understand the definitions.
- Ask students to prepare their answers individually.
- Students can ask and answer the questions in pairs.
- Ask some students to report back on their partner's answers.

ANSWERS

Students' own answers.

+ Optional activity: Reading

Dictate these questions to the class, or write them on the board. Ask students to read the text again and answer the questions in their own words.

- 1 What has the author done sometimes when there were spiders in her house?
- 2 What strange phobias does the author mention?
- 3 What did the author's family hide around the house?
- 4 According to the author, what happens when you've seen a thousand spiders?

ANSWERS

- 1 She's stayed at a friend's house.
- 2 She mentions phobias of bananas, eating in public, and school.
- 3 Her family hid plastic spiders around the house.
- 4 When you've seen a thousand spiders, you aren't scared of them.

Competence in linguistic communication

This activity will help your students to understand different types of text in detail.

+ Optional activity: Language

Write the words *terrified* and *scary* on the board.

Elicit that they are both to do with fear. Ask students to find the words in the text and decide what the difference in meaning is between them (*terrified* describes how you feel, and *scary* describes something that makes you feel this way).

Write these adjectives on the board:

scared afraid terrifying frightening frightened

Ask students to work in pairs and decide which describe how you feel, and which describe something that makes you feel this way.

Check answers, then ask students to work in their pairs and write three sentences using the adjectives.

ANSWERS

Describing how you feel: *scared, afraid, frightened*
Describing something that makes you feel this way: *terrifying, frightening*

Competence in linguistic communication, social skills and citizenship

This activity will help your students to reflect on the way language works and its rules. It will also help them to work appropriately in pairs.

Further practice

⇒ Workbook page 68

Grammar

Present perfect: affirmative and negative

Aims

- Learn the affirmative and negative forms of the present perfect.
- Read about school phobia.
- Use the present perfect to talk about experiences.

Warm-up

- Refer students back to the text on page 74. Focus on the final paragraph and the sentence *I've looked at hundreds of spiders with Mark.*
- Ask: *Is the author talking about an event at a specific time in the past, or about an experience at some time in the past?*
- Elicit that she is talking about an experience in the past. Tell students that we use the present perfect to talk about experiences.
- Ask students to find more examples of the present perfect in the text on page 74.

Exercise 1

- Read through the rules and tables with the class.
- Students choose the correct words in the sentences.
- Check answers with the class.

ANSWERS

- 1 past and present
- 2 don't say
- 3 have

LANGUAGE NOTE We use 've or 's before the past participle: *I've been to England.* NOT ~~*I been to England.*~~

We form the negative with *haven't* or *hasn't*: *I haven't driven a car.* NOT ~~*I didn't driven a car.*~~

We use *never* with the affirmative form of the present perfect: *She's never driven a car.* NOT ~~*She hasn't never driven a car.*~~

We use the present perfect, not the past simple, to talk about experiences: *I've read all the Harry Potter books.* NOT ~~*I read all the Harry Potter books.*~~

Exercise 2

- Focus on the example with the class. Ask students to write their sentences individually, then compare their answers in pairs.
- Check answers with the class.

ANSWERS

- 1 I've eaten fish, but I haven't eaten snails.
- 2 My sister has driven a car, but she hasn't driven a bus.
- 3 They've had breakfast, but they haven't had lunch.
- 4 He's read a *Harry Potter* book, but he hasn't read *The Lord of the Rings*.
- 5 We've been to France, but we haven't been to Italy.
- 6 Cal and Brad have studied maths, but they haven't studied Latin.

Exercise 3

- Students complete the text with the correct forms of the verbs.
- Check answers with the class.

ANSWERS

- | | |
|-----------------|------------------|
| 1 's seen | 5 hasn't studied |
| 2 haven't found | 6 have become |
| 3 hasn't spoken | 7 have had |
| 4 have visited | |

Exercise 4

- Read the task and the example with the class.
- Elicit one or two more examples from the whole class, and refer students back to the table in exercise 1 to help them with the form.
- Point out that we use *everyone* with a singular verb (*Everyone has ...*, NOT *Everyone have ...*)
- Ask students to work individually to write their sentences, then compare their answers in pairs.
- Ask some students to read out some of their sentences to the class.

ANSWERS

Students' own answers.

Further practice

- ⇒ Workbook page 65
- ⇒ Grammar reference, Workbook page 96

Grammar

Present perfect: affirmative and negative

- 1 Study the rules and tables and choose the correct words in sentences 1–3.

RULES

We use the present perfect when we describe an experience or a change in a situation.

I've never touched a spider.

The rain has stopped.

Affirmative

I've / You've	stayed with friends.
He's / She's / It's	seen a doctor.
We've / You've / They've	been to school.

Negative

I / You haven't	stayed with friends.
He / She / It hasn't	seen a doctor.
We / You / They haven't	been to school.

- The actions describe the **past and present** / **present and future**.
- We **say** / **don't say** exactly when the action happened.
- We form the present perfect with **be** / **have** + past participle.

➡ Workbook page 96

- 2 Write sentences using the present perfect affirmative and negative.

She (see) spider ✓ / snake ✗

She's seen a spider, but she hasn't seen a snake.

1 I (eat) fish ✓ / snails ✗

2 My sister (drive) a car ✓ / a bus ✗

3 They (have) breakfast ✓ / lunch ✗

4 He (read) a *Harry Potter* book ✓ / *The Lord of the Rings* ✗

5 We (be) to France ✓ / Italy ✗

6 Cal and Brad (study) maths ✓ / Latin ✗

- 3 Complete the text using the present perfect forms of the verbs.

School phobia

not find not speak be see

Peter Ford *has been* to school three times in three months. He (1) ... two different specialists, but they (2) ... a solution. Peter is terrified of school, but he (3) ... much about his problems.

become visit have not study

The police (4) ... Peter's parents because their son (5) ... much at school or at home. In Britain about 1.3% of teenagers aged fourteen to sixteen have a phobia of school, or didaskaleinophobia. A lot of them (6) ... scared of school because they (7) ... bad experiences there.



- 4 Write sentences with the words in the boxes using the present perfect.

None of my friends have seen a shark.

I
One of my friends
Everyone
One or two people here
None of my friends

see a shark
live in another country
win a competition
study English
drive a car
compose music
have an insect as a pet
save €200

Vocabulary and listening

Injuries

- 1 Check the meaning of the words. Then complete the table.

Verb	Past participle / adjective	Noun
cut	<i>cut</i>	a cut
burn	(1) ...	a burn
(2) ...	broken	a break
bruise	bruised	(3) ...
(4) ...	bitten	a bite
sprain	sprained	(5) ...
injure	(6) ...	an injury

- 2 Choose the correct words.

- He's been in the sun and he's **burnt** / **sprained** his nose.
- I fell off my bike. I've got some **cuts** and **bruises** / **breaks** and **bites**.
- Ouch! That mosquito has **injured** / **bitten** me!
- One of their best players is **injured** / **injury**.
- I've never **break** / **broken** my leg.
- How did you **cut** / **bite** your finger?

- 3  3.15 **DICTATION** Listen and write five sentences.

- 4  3.16 Look at photos A–D and match them with the jobs in the programme guide. Which job do you think is the most dangerous? Listen and check your answers.

- 5  3.16 Listen again and answer the questions.

- Where has Ted Amber studied volcanoes?
- What happened to him when the volcano erupted?
- Has a snake ever bitten Sasha?
- Has she had many accidents?
- What causes accidents to farmers?
- What injuries has Dan Murphy had this season?

DANGER AT WORK!

Preview: Leo Williams speaks about his new documentary series. Leo has travelled around the USA, talking to people with dangerous jobs.

Sasha Jacobs – Venomologist
Dan Murphy – Fisherman
Ted Amber – Volcanologist
Jill Brown – Farmer

A



B



C



D



Vocabulary and listening

Injuries

Aims

- Learn vocabulary of injuries.
- Listen to people talking about dangerous jobs.
- Listen for general meaning and specific details.
- Listen for detail by doing a dictation.

Warm-up

- With books closed, write the word *injury* on the board and elicit or explain the meaning.
- Ask students for examples of injuries, and ask if they have ever had any injuries.
- Ask students what injuries people sometimes get at work.
- Ask what jobs students think are dangerous and why.

Exercise 1

- Students check the meaning of the words, then complete the table.
- Check answers with the class.
- Model and drill the pronunciation of the words, and check that students understand them.

ANSWERS

- | | | |
|---------|------------|------------|
| 1 burnt | 3 a bruise | 5 a sprain |
| 2 break | 4 bite | 6 injured |

Exercise 2

- Students choose the correct words in the sentences.

ANSWERS

- | | | |
|--------------------|-----------|----------|
| 1 burnt | 3 bitten | 5 broken |
| 2 cuts and bruises | 4 injured | 6 cut |

Exercise 3 Dictation 3.15

- Tell students they are going to listen to five sentences.
- Play the CD and tell students just to listen.
- Play the CD again and tell students to write the sentences.

ANSWERS

- 1 I think I've broken my nose.
- 2 I haven't seen the doctor today.
- 3 She's fallen off her bicycle.
- 4 She hasn't injured her arm.
- 5 They haven't been to school today.

Exercise 4 3.16 Tapescript page T122

- Refer students to the photos and the programme guide.
- Students match the photos with the programme guide.
- Ask students which job they think is most dangerous.
- Play the CD. Students listen and check their answers.

ANSWERS

- | | |
|-----------------|-------------|
| A Volcanologist | C Farmer |
| B Venomologist | D Fisherman |
- Fisherman is the most dangerous job.

Exercise 5 3.16 Tapescript page T122

- Play the CD again. Students listen, then answer the questions.

ANSWERS

- 1 He has studied volcanoes all over the world.
- 2 He had a broken leg and some burns.
- 3 Yes, she has had one or two bites.
- 4 No, she hasn't.
- 5 The dangerous machinery they operate.
- 6 He has broken his toe and lost three fingers.

+ Optional activity: Vocabulary

To practise the vocabulary, ask students to write three sentences using the words from exercise 1. Tell them that two sentences should be true, and one should be false.

Ask students to swap sentences with a partner and check their partner's sentences. Tell them to check that their partner has chosen the word with the correct meaning, and used the correct form of the word. Tell them to guess which is the false sentence.

Competence in linguistic communication

This activity will help your students to reflect on the way language works and its rules.

+ Optional activity: Listening

Dictate these sentences to the class.

Ask students to discuss the sentences in pairs, and try to decide from memory whether they are true or false.

Play the CD again for students to listen and check.

- 1 The interviewer met Ted Amber in Hawaii.
- 2 Ted wasn't very close to a volcano when it erupted.
- 3 Sasha only studies the venom of snakes.
- 4 Sasha wasn't worried when the snakes bit her.
- 5 Fishing is dangerous because of the machinery and the weather.

ANSWERS

- 1 True.
- 2 False (he was very near it).
- 3 False (she studies the venom of snakes and insects).
- 4 True.
- 5 True.

Competence in social skills and citizenship

This activity will help your students to work appropriately in pairs.

Further practice

⇒ Workbook pages 66 and 110

Grammar

Present perfect: questions

Aims

- Learn the question forms of the present perfect.
- Practise writing questions using the present perfect.
- Learn key phrases for reacting to what people say.
- Practise reacting to what people say.

Warm-up

- Refer students back to the questions in exercise 5 on page 76.
- Ask students to read the first question again. Ask: *Does it ask about experiences?* (yes) *What tense does it use?* (the present perfect)
- Ask students to find other questions in exercise 5 which ask about experiences and use the present perfect. (questions 3, 4, and 6)
- Tell students they are going to study present perfect questions.

Exercise 1

- Students copy the table and complete it.
- Check answers with the class.

ANSWERS

- | | |
|--------|----------|
| 1 been | 3 have |
| 2 Has | 4 hasn't |

LANGUAGE NOTE In present perfect questions, *have* / *has* comes before the subject: *Have you injured your arm?* NOT *You have injured your arm?*

It is the past participle, not the past simple form, which is used in present perfect questions: *Has she seen that film?* NOT *Has she saw that film?*

Exercise 2

- Ask students to work individually to choose the correct words.
- Check answers with the class.

ANSWERS

- | | |
|-----------------|--------|
| 1 Have | 4 seen |
| 2 had | 5 Have |
| 3 Tom and Eamon | 6 Has |

Exercise 3

- Focus on the information in the table. Check that students understand *stunt person* and *bodyguard*.
- Focus on the task and example, and do another example with the whole class if necessary.
- Students write the questions and answers.
- Ask students to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 Has Vin had a broken bone? No, he hasn't.
- 2 Has Bess jumped off a building? Yes, she has.
- 3 Have Bess and Vin driven at 200 kilometres per hour? Yes, they have.
- 4 Has Bess met the president? No, she hasn't.
- 5 Has Vin met the president? Yes, he has.
- 6 Have they eaten scorpions? No, they haven't.

Fast finisher

- Refer fast finishers to the Fast finisher activity.
- Students can write their sentences, then swap with another fast finisher.
- Alternatively, when everyone has finished, ask fast finishers to read their sentences to the class. The class can decide which are likely to happen in the future.

Exercise 4

- Students write the questions individually.
- Check answers with the class.

ANSWERS

- 1 Have you ever touched a spider?
- 2 Have you ever swum across a river?
- 3 Have you ever broken a bone?
- 4 Have you ever been in danger?
- 5 Have you ever met a famous person?
- 6 Have you ever visited a volcano?
- 7 Have you ever had a spider bite?
- 8 Have you ever eaten an insect?
- 9 Have you ever given your teacher a present?
- 10 Have you ever caught a fish?

Pronunciation: /ɪ/ and /iː/

⇒ Workbook page 102

Teaching notes page T127

How to: react to what people say

Exercise 5

- Read the key phrases with the class.
- Check understanding of the phrases, for example by asking students to translate them into their own language.
- Model and drill pronunciation of the phrases, encouraging students to use the correct intonation.
- Focus on the example, then put students in pairs to ask and answer the questions in exercise 4.
- Ask students to report back on anything surprising they learned about their partner.

Further practice

⇒ Workbook page 67

⇒ Grammar reference, Workbook page 96

Grammar

Present perfect: questions

1 Copy and complete the table.

been you has have hasn't

Questions			
Have	I / you	(ever)	(1) ... to Paris?
(2) ...	he / she / it		visited a volcano?
Have	we / you / they		worked in a school?

Short answers	
Yes, I / you / we / they (3) ...	No, I / you / we / they haven't.
Yes, he / she / it has.	No, he / she / it (4) ...

➡ Workbook page 96

2 Choose the correct words.

- 1 **Have / Has** you bruised your leg?
- 2 Has Tim **have / had** an accident?
- 3 Have **he / Tom and Eamon** lived in America?
- 4 Have they **see / seen** a volcano?
- 5 **Had / Have** you ever broken your arm?
- 6 **Has / Have** that mosquito bitten you?

3 Write questions and answers. Use the information in the table below.

Bess (have)
Has Bess had a broken bone? Yes, she has.

- 1 Vin (have)
- 2 Bess (jump)
- 3 Bess and Vin (drive)
- 4 Bess (meet)
- 5 Vin (meet)
- 6 they (eat)



	Bess Kline (stunt person)	Vin Hardman (bodyguard)
(have) a broken bone	✓	✗
(jump) off a building	✓	✗
(drive) at 200 kilometres per hour	✓	✓
(meet) the president	✗	✓
(eat) scorpions	✗	✗

4 Write questions with ever and the present perfect.

(play) your parents' CDs?

Have you ever played your parents' CDs?

- 1 (touch) a spider?
- 2 (swim) across a river?
- 3 (break) a bone?
- 4 (be) in danger?
- 5 (meet) a famous person?
- 6 (visit) a volcano?
- 7 (have) a spider bite?
- 8 (eat) an insect?
- 9 (give) your teacher a present?
- 10 (catch) a fish?

Pronunciation: /t/ and /ɪz/ ➡ Workbook page 102

How to: react to what people say

5 Study the key phrases. Then ask and answer the questions from exercise 4.

KEY PHRASES

Really? I haven't! That's amazing!
 Have you?

Have you ever touched a spider?

Yes, I have.

Have you? That's amazing!

Fast finisher

Invent jobs for your friends. Write about their experiences.

Mari Paz is a volcanologist. She's travelled to Hawaii.

How to: help when there's a problem

1 3.19 Listen to the dialogue. What's Leah done?

Teacher Leah, what's happened? Are you OK?
 Leah No, I've **cut my arm**.
 Teacher How did that happen?
 Leah It was an accident. **I fell while I was playing basketball**.
 Teacher Oh, right. Have you **cleaned it**?
 Leah Yes, I have, but it hurts.
 Teacher Do you need help?
 Leah **No, I think it'll be OK**.
 Teacher Mmm. Maybe you need to **see a doctor**.

2 3.20 Listen to the key phrases. Then practise the dialogue.

KEY PHRASES

What's happened? Are you OK?
 How did that happen? Maybe you need to ...

3 Match pictures 1–8 with the words in the box.

elbow ankle shoulder neck knee wrist
 finger leg



4 Ask and answer questions.

What's happened to your elbow? Are you OK?

I don't know. I think I've bruised it.

- | | |
|--------------------|-------------------|
| 1 elbow? (bruise) | 4 finger? (break) |
| 2 leg? (cut) | 5 knee? (injure) |
| 3 shoulder? (burn) | 6 ankle? (sprain) |

5 Which of the **blue** phrases in exercise 1 can you replace with phrases 1–5? Write and practise a new dialogue with a partner.

- | | |
|-------------------------|--------------------------------|
| 1 burnt my finger | 4 go to the chemist's |
| 2 put something on it | 5 I put my hand on the cooker. |
| 3 No, it isn't serious. | |



Speaking

How to: help when there's a problem

Aims

- Listen to a conversation about a problem.
- Learn key phrases for helping when there's a problem.
- Practise helping when there's a problem.

Warm-up

- With books closed, tell students you are going to mime one of the injuries from the vocabulary section of this unit. Mime spraining your ankle, and get students to guess the injury.
- Ask students to imagine their friend does this. Ask: *What would you say to your friend?*
- Elicit some ideas, but don't confirm or reject any at this stage.

Exercise 1 3.19

- Play the CD. Students read and listen.
- Ask students the question.

ANSWER

She's cut her arm.

Exercise 2 3.20

- Play the CD and ask students to read the key phrases.
- Ask students to find the key phrases in the dialogue and translate them into their own language.
- Students practise the dialogue.

Exercise 3

- Students match the words with the pictures.
- Check answers, and model pronunciation of the words.

ANSWERS

- | | |
|------------|----------|
| 1 shoulder | 5 neck |
| 2 wrist | 6 ankle |
| 3 leg | 7 finger |
| 4 elbow | 8 knee |

Exercise 4

- Read the example with the class.
- Put students into pairs to ask and answer questions.
- Monitor while they are working, and encourage them to use the correct intonation.

Exercise 5

- Students identify the phrases that can be replaced.

ANSWERS

- 1 cut my arm
- 2 cleaned
- 3 No, I think it'll be OK.
- 4 see a doctor
- 5 I fell while I was playing basketball.

- Students work in pairs to change the phrases in the dialogue and then practise it.
- Ask some students to perform their dialogues for the class.

+ Optional activity: Speaking

Ask students to work in pairs and write another dialogue, using one of the parts of the body in exercise 3. Refer students back to exercise 1 on page 76 for vocabulary of injuries.

Monitor while students are writing their dialogue, and make sure they are using the key phrases correctly.

Students practise their dialogues in pairs. Ask some pairs to perform their dialogues for the class.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help develop students' creative abilities. It will also help them to work appropriately in pairs.

Writing

How to: write a dialogue for a story

Aims

- Study a model dialogue.
- Learn key phrases for a dialogue in a story.
- Learn how to use different tenses.
- Write a dialogue for a story.

Warm-up

- With books closed, ask students if they enjoy reading stories.
- Ask what type of stories they enjoy, and ask if they enjoy exciting stories about risks and danger. Ask what stories they have read that involve danger.

Exercise 1

- Students read the model text and answer the questions.
- Check answers with the class.

ANSWERS

- 1 question marks, exclamation marks, commas, full stops
- 2 What's happened? I've broken my ankle.
- 3 imperative, present perfect, *will*, *can*, present continuous

Exercise 2

- Read through the key phrases with the class.
- Ask students to find the key phrases in the model text and translate them into their own language.

Exercise 3 Language point: using different tenses

- Students match the descriptions with the tenses and find examples of each tense in the text.
- Check answers with the class.

SUGGESTED ANSWERS

- 2 d Can you climb up here?
- 3 a Hurry up!
- 4 b I think I've broken my ankle.
- 5 c I'm sure that someone will come soon.

Exercise 4 Writing guide

- Read the task with the class.
- Students check the meaning of the words and plan their dialogues.
- Students write their dialogues. This can be set for homework.
- Tell students to check their work, and check they have used question marks and exclamation marks, and different tenses.

+ Optional activity: Writing

To practise using different tenses, dictate these sentences to the class with books closed:

- 1 Don't leave me!
- 2 The fire is getting stronger!
- 3 I'm sure the firefighters will get here soon.
- 4 Can you open the window?
- 5 I think I've broken my leg.

Check that students have used question marks and exclamation marks correctly.

Ask students to work in pairs and write down the name of the tense in each sentence and what that tense is used for.

Competence in linguistic communication

This activity will help your students to reflect on the way language works and its rules.

Further practice

⇒ Workbook page 69

End-of-unit activities

Progress review

⇒ Workbook pages 70–71

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as the phrases taught in 'How to' sections. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation.

★ For students who need extra help:

- ⇒ Teacher's Resource Book ★ vocabulary and grammar
- ⇒ Grammar reference, Workbook page 96

★★ For students who need more practice:

- ⇒ Teacher's Resource Book ★★ vocabulary and grammar
- ⇒ Grammar reference, Workbook page 96
- ⇒ Vocabulary puzzles, Workbook page 110

★★★ For students who need extra challenge:

- ⇒ Teacher's Resource Book ★★★ vocabulary and grammar
- ⇒ Extra listening and speaking, Student's Book page 99
- ⇒ Curriculum extra, Student's Book page 107
- ⇒ Culture, Student's Book page 118

Tests

⇒ Unit 8 Tests

Writing

How to: write a dialogue for a story

1 Read the model text and answer the questions.

- 1 What punctuation marks are there in the dialogue?
- 2 Find two examples of the present perfect in the dialogue.
- 3 What other verb tenses are in the dialogue?

Tony Beth, Beth! Can you hear me? I need some help!

Beth Tony? Where are you? What's happened?

Tony I'm down here. I was walking near the edge and I fell. I fell about fifteen metres.

Beth Are you OK? Can you climb up here?

Tony No, I think I've broken my ankle. I can't move it and it really hurts. What am I going to do?

Beth Don't panic! Let's phone the police.

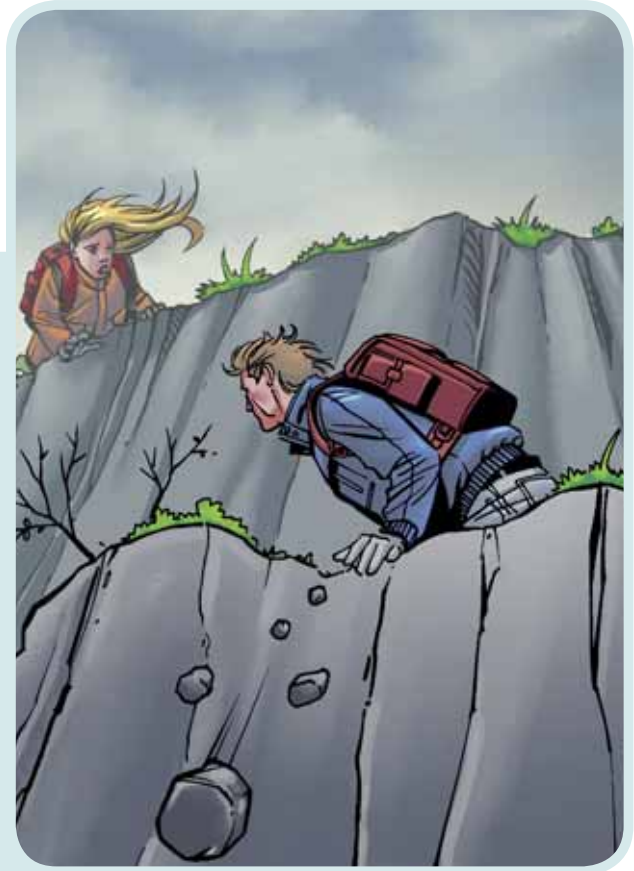
Tony OK, but hurry up! I don't know how long I can stand here.

Beth OK, OK, hang on! I'm sure that someone will come soon.

Tony Beth!

Beth Now what's happening?

Tony Some of the rocks are falling. Help!



2 Study the key phrases.

KEY PHRASES

What's happened?	Hurry up!
It really hurts.	Hang on!
Don't panic!	Now what's happening?

Language point: using different tenses

3 Match 1–5 with a–e and an example from the model text. 1 e The rocks are falling.

Function	Structure
1 describe an action in progress	a imperative
2 describe ability	b present perfect
3 give an instruction	c will
4 describe a change in situation	d can / can't
5 make a prediction	e present continuous



4 Follow the steps in the writing guide.

Writing guide

A Task

Look at the picture of the boat. Imagine that your friend is calling you on the radio. Write a dialogue for the story.

B Think and plan

Check the meaning of the words. What order will you put the words in your dialogue?

sink injured coastguard hit hole rock

C Write

- 1 ask for help
- 2 ask about the situation
- 3 explain the problem
- 4 what's happening now

D Check

- question marks and exclamation marks
- use of different tenses

unit 9 On the street

Start thinking

- 1 What is a youth café?
- 2 What causes pollution in cities?
- 3 What animals cause car accidents in Australia?

Aims

Vocabulary

- Nouns: on the street
- Phrasal verbs: on the street

Grammar

- *a, an*, countables and uncountables
- *some, any, much, many, a lot of*
- Indefinite pronouns
- *should* and *must*

Communication

- Make recommendations
- Organize an event
- Write an email to an internet forum

English plus Options +



Song

Half The World Away

→ Page 93



Curriculum extra

Citizenship: Living together

→ Page 108



Project

Proposal for my neighbourhood

→ Page 112

Vocabulary

Nouns: on the street

- 1 3.27 Check the meaning of the words and complete the lists. Then listen and check.

traffic security-camera noise public transport bin
park pollution sign graffiti street light litter
youth club crime open spaces vandalism

Problems or negative points

traffic

Useful or positive points

security camera

- 2 Do the *Better places* questionnaire on page 81. Then complete the sentences with words from exercise 1.

- 1 There isn't much ... in our town.
- 2 The biggest problem is ...
- 3 We need more ...

Grammar: *a, an*, countables and uncountables

- 3 Complete the rules and examples with the words in the box.

litter park pollution open space a noise

RULES

- 1 We can use *a* and *an* with countable nouns.
Examples: (1) a ... (2) an ...
- 2 We can't use *a* and *an* with uncountable nouns.
Examples: (3) ... (4) ...
- 3 Some nouns are countable and uncountable.
Examples: I hate noise. I heard (5) ...

→ Workbook page 98

- 4 Complete the table with the words in the box.

teenager graffiti food money sign
problem burger traffic vandalism

Countable

Uncountable

unit 9

On the street

Unit summary

Vocabulary

Core vocabulary:

Nouns: on the street: *bin, crime, graffiti, litter, noise, open spaces, park, pollution, public transport, security camera, sign, street light, traffic, vandalism, youth club*

Phrasal verbs: on the street: *get off, get on, go into, pick up, put down, put on, run over, slow down, speed up, stay out of, take off, watch out for*

Grammar

a, an, countables and uncountables

some, any, much, many, a lot of

Indefinite pronouns

should and *must*

Communication

Make recommendations

Organize an event

Write an email to an internet forum

English plus Options

Song: Half The World Away (p.93)

Curriculum extra: Citizenship: Living together (p.108)

Project: Proposal for my neighbourhood (p.112)

Key competences

Learning to learn: Reading for gist (p.82)

Competence in social skills and citizenship: Better places (p.81); Organize an event (p.86)

Artistic and cultural competence: City projects (p.82)

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

- 1 It's a combination of a café and a youth club.
- 2 Students' own answers.
- 3 Kangaroos.

Vocabulary

Nouns: on the street

Aims

- Learn nouns for things on the street.
- Do a questionnaire on better places.
- Learn about *a, an*, countables and uncountables.

Warm-up

- With books closed, write the word *street* on the board.
- Put students into pairs and ask them to write down as many things you see on the street as they can in two minutes.
- Ask students to call out things they have written down. Write them on the board.

Exercise 1 3.27

- Students check the meaning of the words in their dictionaries or in the wordlist on pages 112–125 of the Workbook.
- Students complete the lists.
- Play the CD for students to check their answers.
- Check that students understand the meaning of all the words.

ANSWERS

Problems:

traffic
noise
pollution
graffiti
crime
litter
vandalism

Useful or positive points:

security camera
public transport
bin
park
sign
street light
youth club
open spaces

Exercise 2

- Students do the *Better places* questionnaire.
- Ask them to compare their answers in pairs.
- Students complete the sentences with their own ideas.
- Ask some students to read their sentences to the class. Ask other students if they agree or disagree.

ANSWERS

Students' own answers.

Exercise 3–4

- See page T81.

Grammar: *a, an*, countables and uncountables

Exercise 3

- Read through the rules with the class. Students complete the rules and examples.
- Check answers with the class. Ask students to look at the nouns in exercise 1 again and decide if they are countable or uncountable or both.

ANSWERS

- park
- open space
- litter
- pollution
- a noise

Countable nouns: security camera, bin, park, sign, street light, youth club, open space

Uncountable nouns: traffic, public transport, pollution, graffiti, litter, vandalism

Countable and uncountable: noise, crime

LANGUAGE NOTE Point out that we use *an* before vowel sounds: *an umbrella* NOT *a umbrella*.

Point out that we use *a* before words such as *university*, which start with a consonant sound.

Point out that we can't count uncountable nouns: *There is a lot of traffic*. NOT *There are a lot of traffics*.

Exercise 4

- Students complete the table with the words in the box.

ANSWERS

Countable:

teenager
sign
problem
burger

Uncountable:

graffiti
food
money
traffic
vandalism

+ Optional activity: Vocabulary

To practise or revise the vocabulary set in a fun way, ask students to write clues for three of the words in exercise 1. Do one or two with the class first, for example: *you put litter in this (bin)*, *teenagers can go here (youth club)*.

When students have written their clues, ask them to close their books. Put them into pairs and ask them to read their clues to each other and try to guess their partner's clues. Tell students to award themselves a point for each word they guess correctly.

Students can repeat the activity with two or three different partners.

Competence in linguistic communication, social skills and citizenship

This activity will help your students to understand and apply language rules. It will also help them to work appropriately in pairs.

+ Optional activity: Vocabulary

To practise *a, an*, countables and uncountables, dictate these sentences to the class. Pause or cough to indicate a gap.

- There's ___ park near the school.
- There's often ___ traffic on the roads.
- There's ___ pollution in the city.
- There isn't ___ youth club in my town.
- There's ___ open space near my house.
- There's ___ litter on the streets.

Ask students to complete the sentences by adding *a, an* or no article.

Ask students to check their answers in pairs, then check with the class.

ANSWERS

- | | |
|--------------|--------------|
| 1 a | 4 a |
| 2 no article | 5 an |
| 3 no article | 6 no article |

Competence in linguistic communication, social skills and citizenship

This activity will help students to understand and apply language rules. It will also help them to work appropriately in pairs.

Further practice

⇒ Workbook pages 72–73

⇒ Grammar reference, Workbook page 98

Better places

How can you make your town or neighbourhood a better place?



1 Is there much traffic?

- a) No, it's OK.
- b) It isn't too bad.
- c) Yes, there's a lot of traffic. The town needs better public transport.



4 Is there much pollution?

- a) No, there isn't.
- b) Sometimes, but it isn't a big problem.
- c) Yes, there's often pollution from factories and traffic.



2 Is there much litter?

- a) No, not much.
- b) There's some litter, but it isn't a big problem.
- c) Yes! We definitely need more signs and bins.



5 Is there much graffiti and vandalism?

- a) Maybe some graffiti.
- b) Yes, you can see a lot around the town.
- c) Yes, a lot. Maybe we need youth clubs. If people aren't bored, they won't write on walls.



3 Is there much noise?

- a) No, not really.
- b) Sometimes – from traffic or people.
- c) There's a lot of traffic and there are a lot of people on the streets. We need more parks and open spaces.



6 Is there much crime?

- a) No, there isn't.
- b) There's some crime, but it's a minor problem.
- c) Yes, it's a problem in some areas. We need more police and security cameras.

Study strategy: reading for gist

- 1  3.28 Read and listen to the text. What problems does the text mention in each section?

City projects

Three groups of young people have made a real difference in their areas.

The Zone-in youth café

There wasn't anything for young people here in the past, and sometimes teenagers were responsible for some vandalism and graffiti in the town. Now we've got the Zone-in café, things have changed. It's a combination of a café and a youth club, and it's for people between the ages of twelve and seventeen. Young volunteers help to prepare and serve the food and drinks, and we use the money to improve the café.

There are computers, board games, a pool table, a TV and DVDs. We also organize activities, such as kayaking and ice-skating. There's something for most people.



Graffiti bins

Graffiti was a problem here on the streets of Springwood until someone had a great idea – why not decorate the rubbish bins in the area with some artistic, legal graffiti?

There were some meetings for volunteers and we also invited businesses to participate. Now the bins are works of art or adverts for businesses in the area. The police are happier, and some of the artists are making a documentary about the project.



Garden project

The local council gave us some land and we started the garden two years ago. People come here after school and at weekends and it's great. If you live in a city you sometimes need to escape from the traffic, pollution and noise. Here it's really quiet and there's a great atmosphere. There's always somebody you can talk to. We grow flowers and fruit and vegetables and we also create murals around the garden.



Build your vocabulary

volunteers	the police
businesses	the council

- 2 Read the text again and write *true* or *false*. Correct the false sentences.

- 1 You can eat, relax and play games in the café.
- 2 A business is responsible for the café.
- 3 It's illegal to paint graffiti on bins.
- 4 All of the bins are now adverts for businesses.
- 5 People from the city can enjoy the garden.
- 6 There aren't any people in the garden in the week.

- 3 **ABOUT YOU** Answer the questions.

- 1 Are any of the projects in the text a good idea for your area?
- 2 Are there facilities for young people where you live?
- 3 Where do you meet friends?
- 4 Is graffiti art or vandalism?
- 5 Do you think gardening is an interesting hobby for young people?

Reading

Aims

- Read about city projects.
- Read for general meaning and specific information.
- Talk about city projects and facilities in your area.

Warm-up

- With books closed, write *city, town, countryside* on the board. Ask students what things young people can do in a city, a town, or the countryside.
- Ask what problems there are for young people in different areas.
- Ask what towns and cities can do to make life better for young people.

Background

Many towns and cities in Britain run projects for young people, to provide things for young people to do and prevent them from getting into trouble with the police. The projects are often supported by local authorities, the police, and groups of volunteers. A council is a local government authority that has control of a town, a city or a rural area.

Study strategy: reading for gist

Exercise 1 3.28

- Refer students to the photos and ask them what they think the text will be about. Read the question with the class.
- Play the CD and ask students to answer the question.

ANSWERS

Paragraph 1: vandalism and graffiti

Paragraph 2: graffiti

Paragraph 3: pollution and noise

Exercise 2

- Students read the text again and decide if the sentences are true or false. Ask them to correct the false sentences.

ANSWERS

- 1 True.
- 2 False (young volunteers are responsible for the café).
- 3 False (you can paint on the bins in Springwood).
- 4 False (some of them are).
- 5 True.
- 6 False (there is always somebody in the garden).

Build your vocabulary

- Ask students to find the words and work out the meanings.
- Check understanding of the words.

⇒ Workbook page 76

Exercise 3

- Read through the questions with the class and make sure that students understand everything.
- Ask students to prepare their answers individually.
- Students can ask and answer the questions in pairs.
- Ask some students to report back on their partner's answers.

ANSWERS

Students' own answers.

+ Optional activity: Reading

Dictate these questions to the class, or write them on the board. Ask students to read the text again and answer the questions in their own words.

- 1 Who can go to the Zone-in café?
- 2 Who prepares the food at the café?
- 3 Who is making a film?
- 4 What do people from the city enjoy about the garden?
- 5 What do people grow in the garden?

ANSWERS

- 1 Young people from twelve to seventeen years old.
- 2 Volunteers prepare the food.
- 3 Some of the artists who decorated rubbish bins.
- 4 They enjoy the peaceful atmosphere.
- 5 They grow flowers, fruit and vegetables.

Competence in linguistic communication

This activity will help your students to understand different types of text in detail.

+ Optional activity: Language

With books closed, dictate these sentences to the class or write them on the board. Pause or cough to indicate a gap.

Ask students to complete the sentences by adding one word. Tell them that contractions count as one word.

- 1 There ___ anything for young people in the past.
- 2 Now we've ___ the Zone-in café.
- 3 We use the money ___ improve the café.
- 4 Someone had a great idea – why ___ decorate the rubbish bins?
- 5 We started the garden two years ___.
- 6 You sometimes need to escape ___ the traffic.

Allow students to check their answers in the text.

ANSWERS

- | | | |
|----------|-------|--------|
| 1 wasn't | 3 to | 5 ago |
| 2 got | 4 not | 6 from |

Competence in linguistic communication

This activity will help students to reflect on the way language works and its rules.

Further practice

⇒ Workbook page 76

Grammar

some, any, much, many, a lot of

Aims

- Learn *some, any, much, many, a lot of* to talk about quantity.
- Write sentences using *some, any, much, many, a lot of* to talk about facilities in a place.

Warm-up

- Ask students: *Is there a park in your city?* Write the question on the board and underline *a park*.
- Ask: *Is there much traffic?* Write the question on the board and underline *much traffic*.
- Remind students that we don't use *a / an* with uncountable nouns, so we use other words to talk about quantity.
- Refer students back to the Better places questionnaire on page 81. Ask them to find other words and expressions that we use before uncountable nouns, for example: *There's a lot of traffic. There's some graffiti.*
- Write them on the board and underline the quantity words.

Exercise 1

- Read through the table with the class.
- Students complete the rules.

ANSWERS

- | | |
|-----------------------|-------------|
| 1 affirmative | 4 countable |
| 2 negative, questions | 5 a lot of |
| 3 uncountable | |

LANGUAGE NOTE We don't use *some* in negative sentences: *There aren't any bins.* NOT ~~*There aren't some bins.*~~

We don't use *much* or *many* in affirmative sentences: *There's a lot of traffic.* NOT ~~*There's much traffic.*~~

There are a lot of street lights. NOT ~~*There are many street lights.*~~

We use *much* with uncountable nouns and *many* with countable nouns:

There isn't much pollution. NOT ~~*There isn't many pollution.*~~

There aren't many open spaces. NOT ~~*There aren't much open spaces.*~~

Exercise 2

- Students choose the correct words.

ANSWERS

- | | | |
|------------|------------|-------|
| 1 much | 4 any | 7 any |
| 2 a lot of | 5 many | |
| 3 some | 6 a lot of | |

Exercise 3

- Students write sentences about their youth café.
- Ask students to compare their answers in pairs.

ANSWERS

Students' own answers.

Exercise 4

- Students complete the sentences with their own ideas.
- Students compare their sentences with a partner.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Indefinite pronouns

Aims

- Learn indefinite pronouns.
- Practise using indefinite pronouns.

Exercise 5

- Study the examples with the class.
- Students complete the rules.

ANSWERS

- | | |
|-----------------------|---------------|
| 1 negative, questions | 2 affirmative |
|-----------------------|---------------|

LANGUAGE NOTE We use *anything, anyone*, NOT *something, someone*, etc. in negative sentences and questions:

There isn't anything to do. NOT ~~*There isn't something to do.*~~

Was there anyone in the café? NOT ~~*Was there someone in the café?*~~

Exercise 6

- Students complete the dialogue with the correct words. Remind students to think about whether each sentence is affirmative, negative, or a question.

ANSWERS

- | | | |
|-------------|-------------|-----------|
| 1 something | 3 anywhere | 5 anyone |
| 2 anything | 4 somewhere | 6 someone |

Exercise 7

- Students complete the questions with the correct words.
- Check answers with the class, then put students into pairs to ask and answer the questions.
- Ask some students to report back on what they learned about their partner.

ANSWERS

- | | | |
|------------|------------|------------|
| 1 anything | 4 anyone | 7 anywhere |
| 2 anyone | 5 anywhere | |
| 3 anything | 6 anyone | |

Further practice

⇒ Workbook page 73

⇒ Grammar reference, Workbook page 98

Grammar

some, any, much, many, a lot of

1 Study the table. Then complete rules 1–5.

Countable	Uncountable
Affirmative	
There are some / a lot of cafés.	There's some / a lot of graffiti.
Negative	
There aren't any / many / a lot of parks.	There isn't any / much / a lot of noise.
Questions	
Are there any / many / a lot of roads?	Is there any / much / a lot of crime?

RULES

- 1 We use *some* in ... sentences.
- 2 We use *any* in ... sentences and ...
- 3 We use *much* with ... nouns.
- 4 We use *many* with ... nouns.
- 5 We use ... in all types of sentences.

Workbook page 98

2 Choose the correct words.

- 1 There isn't **some** / **much** crime here.
- 2 Is there **a lot of** / **some** litter?
- 3 There are **some** / **any** bins.
- 4 There aren't **much** / **any** parks.
- 5 Are there **many** / **much** roads?
- 6 There's **any** / **a lot of** traffic.
- 7 There aren't **any** / **some** street lights.

3 Imagine that you're the manager of a youth café. Write sentences about your café using *some, any, much, many* and *a lot of*.

serve / alcohol *We don't serve any alcohol.*

- | | |
|-------------------------|---------------------------|
| 1 sell / cigarettes | 6 make / burgers |
| 2 serve / teenagers | 7 have / security cameras |
| 3 serve / adults | 8 make / money |
| 4 organize / activities | 9 have / problems |
| 5 cook / food | 10 make / noise |

4 Complete the sentences about an ideal town. Then compare with a partner.

In an ideal town there isn't much traffic.

- | | |
|-------------------------|--------------------------|
| 1 There isn't much ... | 4 There aren't any ... |
| 2 There aren't many ... | 5 There are some ... |
| 3 There isn't any ... | 6 There are a lot of ... |

Indefinite pronouns

5 Study the examples. Then complete the rules with *affirmative, negative* and *questions*.

There wasn't anything for young people.
There's something for most people.
Is there anyone in the café?
There's someone at the door.
There isn't anywhere to eat around here.

RULES

- 1 We use *anywhere, anyone* and *anything* in ... sentences and ...
- 2 We use *somewhere, someone* and *something* in ... sentences.

Workbook page 98

6 Complete the dialogue with the words in the box.

someone something anywhere
anyone somewhere anything

- Sam I need (1) ... to eat.
Kay Me too. Have you got (2) ... ?
Sam No. Is there (3) ... near here where we can buy some food?
Kay I think there's (4) ... in Port Street. They sell sandwiches.
Sam I know – let's go to that youth café.
Kay But we won't know (5) ... there.
Sam That's OK. It'll be interesting. Maybe we'll meet (6) ... nice.

7 Complete the questions with *anywhere, anyone* and *anything*. Then ask and answer the questions with a partner.

- 1 Are you doing ... after school?
- 2 Is ... in your class good at art?
- 3 Do you know ... about growing vegetables?
- 4 Is ... absent from your class today?
- 5 Is there ... in your town for young people?
- 6 Do you know ... who's perfect?
- 7 Are you going ... at the weekend?



Vocabulary and listening

Phrasal verbs: on the street

1 Check the meaning of the blue expressions. Then choose the correct meaning for signs 1–6.

- 1 a Watch out for the animals.
b Run over the animals.
- 2 a Put on your helmet.
b Take off your helmet.
- 3 a Slow down. There are children here.
b Speed up or you'll be late.
- 4 a Get on your skateboard.
b Get off your skateboard.
- 5 a Put down your litter.
b Pick up your litter.
- 6 a Go into this place.
b Stay out of this place.



2 Complete the sentences with the affirmative or negative imperative forms of the verbs in the box.

put down pick up stay out put on
go into watch out slow down

Don't pick up those things. They're really dirty!

- 1 ... your jumper. It's cold.
- 2 ... the classroom. The teacher isn't ready.
- 3 ... of that building. It's dangerous.
- 4 ... your pen when the exam finishes.
- 5 ... please. You're going very fast!
- 6 ... for that shark. It's very near us.

3 3.29 Look at the photos. Then listen to a conversation about Maeve's trip to Australia. Which was her favourite sign?



4 3.29 Read the questions. Then listen again and choose the correct sentences.

- 1 Why should you slow down for kangaroos?
a Then you can see them from your car.
b They jump on cars and are dangerous.
c They cause accidents on the road.
- 2 You must drive on the left ...
a only in Australia.
b in Australia and in Britain.
c at the weekend.
- 3 When you see the shark sign ...
a you should get on a surfboard.
b you shouldn't go into the water if there's an alert.
c you must always stay out of the water.
- 4 You should pick up food after a picnic because ...
a it isn't good for the seagulls.
b it attracts sharks to the beach.
c aggressive seagulls don't like the food.

Vocabulary and listening

Phrasal verbs: on the street

Aims

- Learn phrasal verbs to do with the street.
- Listen to a conversation about driving in Australia.
- Listen for general meaning and specific details.

Warm-up

- Focus on the photos of the signs and ask *What are these? Where do you see them?*
- Elicit that they are all signs, and that you see them on the street.
- Ask: *What do signs tell us?* Elicit that they tell us things we must do, and they warn us about dangers.

Exercise 1

- Students check the meanings of the phrasal verbs in their dictionaries, or in the wordlist on page 112 of the Workbook.
- Students choose the correct meanings for the signs.
- Check answers with the class.

ANSWERS

1 a 2 b 3 a 4 b 5 b 6 b

Exercise 2

- Briefly revise how to form affirmative and negative imperatives.
- Students complete the sentences with the correct phrasal verbs.
- Check answers with the class.

ANSWERS

- | | |
|-----------------|-------------|
| 1 Put on | 4 Put down |
| 2 Don't go into | 5 Slow down |
| 3 Stay out | 6 Watch out |

Exercise 3 3.29 Tapescript T123

- Focus on the photos and read the instructions and the question with the class.
- Ask students which they think will be Maeve's favourite sign.
- Play the CD and ask students to listen. Ask students the question and elicit the answer.

ANSWER

Her favourite sign was at the beach.

Exercise 4 3.29 Tapescript T123

- Allow students time to read the questions and the possible answers.
- Play the CD again and ask students to choose the correct answers.
- Allow students to compare their answers in pairs.
- Check answers with the class.

ANSWERS

1 c 2 b 3 b 4 a

+ Optional activity: Vocabulary

Tell students they are going to test their partner on the phrasal verbs in exercise 1.

Ask students to work individually and write five simple sentences containing the phrasal verbs.

When students are ready, ask them to close their books. Put them into pairs, and ask them to read their sentences to each other, leaving out the particle of the phrasal verb. For example: *Slow ____, you're going too fast.* Their partner must complete the sentence with the correct particle. Tell students to give themselves a point for each correct answer.

Students can swap partners and test their new partner.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help develop your students' own creative abilities. It will also help them to work appropriately in pairs.

+ Optional activity: Listening

Dictate the following sentences to the class, or write them on the board. Ask students to work in pairs and decide from memory if the sentences are true or false.

Play the CD again for students to check their answers, then check answers with the class.

- 1 Maeve has written a blog about Australia.
- 2 Maeve thinks Australia is a scary place.
- 3 Maeve didn't go into the sea.
- 4 Maeve thought the people in Australia were very friendly.

ANSWERS

- 1 True.
- 2 False (she thinks it isn't dangerous, but the signs are scary).
- 3 False (she went into the sea, but she says you must be careful).
- 4 True.

Competence in linguistic communication, social skills and citizenship

This activity will help your students to understand different types of oral text. It will also help them to work appropriately in pairs.

Further practice

➡ Workbook pages 74 and 111

Grammar

should and must

Aims

- Learn the form and use of *should* and *must*.
- Write sentences using *should* and *must*.
- Listen for detail by doing a dictation.
- Learn how to make recommendations.
- Practise making recommendations.

Warm-up

- Refer students back to exercise 3 on page 84.
- Focus on the first sign and ask: *What does this sign tell us?*
- Elicit answers from the class, then refer students to question 2 in exercise 4, and the sentence *You must drive on the left*. Write this on the board and underline *must*.
- Repeat the process with the kangaroo sign, and elicit the sentence *You should slow down*. Write this on the board and underline *should*.

Exercise 1

- Read through the tables with the class.
- Students complete the rules.

ANSWERS

- 1 *should, shouldn't*
- 2 *must, mustn't*

LANGUAGE NOTE The verbs *must* and *should* are followed by the infinitive without *to*:

We must hurry! NOT ~~*We must to hurry!*~~

We form the negative with *not*: *We mustn't be late.* NOT ~~*We don't must be late.*~~

The negative forms *mustn't* and *shouldn't* have the following meaning:

You mustn't swim here. = it isn't allowed

You shouldn't drive too fast. = it's a bad idea

Exercise 2

- Students correct the mistakes in the sentences.

ANSWERS

- 1 *You mustn't do that.*
- 2 *We must go now.*
- 3 *He should watch out.*
- 4 *We shouldn't make a lot of noise.*

Exercise 3

- Students complete the sentences with the correct verbs.
- Ask students to compare their answers in pairs, then check answers with the class.

ANSWERS

- | | |
|------------------|--------------------|
| 1 <i>mustn't</i> | 4 <i>shouldn't</i> |
| 2 <i>mustn't</i> | 5 <i>should</i> |
| 3 <i>must</i> | 6 <i>shouldn't</i> |

Exercise 4

- Read the task and the example with the class.
- Elicit one or two more answers from the whole class.
- Students write the sentences.
- Ask students to check their answers in pairs and correct any mistakes in their partner's sentences.
- Check answers with the class.

SUGGESTED ANSWERS

You should wear a hat.
You shouldn't stay in the sun at midday.
You should remember your sunglasses.
You should put on sunscreen.
You mustn't bring your dog here.
You mustn't make fires.
You must pick up your litter.

Pronunciation: /ʌ/ and /ʊ/

⇒ Workbook page 102

Teaching notes page T127

Exercise 5 Dictation 3.32

- Tell students they are going to listen to five sentences.
- Play the CD and tell students just to listen.
- Play the CD again and tell students to write the sentences.
- Check answers.

ANSWERS

- 1 *I think we should stop vandalism.*
- 2 *You mustn't pick that up.*
- 3 *There isn't much traffic or litter.*
- 4 *You shouldn't go into that place.*
- 5 *We must get off our skateboards here.*

How to: make recommendations

Exercise 6

- Read through the key phrases with the class. Model and drill the pronunciation.
- Ask which phrase gives advice not to see something (*It's not worth going to ...*).
- Ask which phrase gives the strongest advice (*You must really go to ...*).
- Allow students time to prepare their sentences individually.
- Ask students to compare their sentences in pairs.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Further practice

⇒ Workbook page 75

⇒ Grammar reference, Workbook page 98

Grammar

should and must

- 1 Study the tables and complete the rules with *should*, *shouldn't*, *must* and *mustn't*.

Affirmative		
I / You / He / She / It	should	swim here.
We / You / They	must	feed the animals.

Negative		
I / You / He / She / It	shouldn't	swim here.
We / You / They	mustn't	feed the animals.

RULES

- 1 We use ... and ... when we give advice.
- 2 We use ... and ... when we speak about a strong obligation.

→ Workbook page 98

- 2 Correct the sentences.

- 1 You don't must do that. °
- 2 We must to go now. °
- 3 He shoulds watch out! °
- 4 We shouldn't to make a lot of noise. °

- 3 Complete the sentences using *should*, *shouldn't*, *must* and *mustn't*.

- 1 You ... drive on the right in Australia.
- 2 You ... make a lot of noise in class. That's the rule.
- 3 You ... put on a helmet before you go on a motorbike.
- 4 You ... go into a restaurant in your swimming costume.
- 5 You ... help someone if they've got a problem.
- 6 You ... watch horror films if you're at home alone.

- 4 Look at signs A and B on the right. Then write sentences with *must*, *mustn't*, *should*, *shouldn't* and the verbs in the box.

You mustn't play baseball.

wear play put on stay remember bring
make pick up

Pronunciation: /ʌ/ and /ʊ/ → Workbook page 102

- 5  3.32 **DICTATION** Listen and write five sentences.

How to: make recommendations

- 6 Study the key phrases. Then write sentences about your area. Recommend the items in the box.

KEY PHRASES

You should see / visit ...
You must really go to ...
You should try to see ...
It's worth seeing ...
It's not worth going to ...

a monument a village a city a river
some mountains a beach a restaurant

You should try to see the Pyrenees.



How to: organize an event

- 1  3.33 Listen to the dialogue. What does Callum suggest?

Callum Hey, guys. What's going on here?

Leah We're trying to organize **a barbecue**. We want to make some money for the youth club.

Callum Cool! Can I do anything?

Shaun Yes. There's a lot to do. We need some **food and drink**.

Leah Yeah, my dad's helping with that.

Shaun And I think we should **make some invitations**.

Callum I can do that, if you want.

Shaun OK. Thanks, Callum.

Leah Then all we need **is some music**.

Callum You should phone Beth – she's **in a band**.

Shaun OK. Great.



- 2  3.34 Listen to the key phrases. Then practise the dialogue.

KEY PHRASES

What's going on?
Can I do anything?
There's a lot to do.
All we need is some music.

- 3 Imagine that you're organizing a disco or a street hockey tournament. Complete the table with the words in the box. Then think of more ideas.

a DJ equipment posters food lights referee

	Disco	Street hockey tournament
We'll need ...		
We should make ...		

- 4 Compare your ideas about the events with a partner.

I think we'll need a good DJ for the disco.

Yes, definitely.

- 5 Write and practise a new dialogue. Change the **blue** phrases in exercise 1.

Fast finisher

Design an invitation for your event.

Speaking

How to: organize an event

Aims

- Listen to a conversation about organizing an event.
- Learn key phrases for organizing an event.
- Practise organizing an event.

Warm-up

- With books closed, ask students if they ever have parties or barbecues with their friends. Ask what type of events they have, and what type they enjoy. Elicit a variety of answers.
- Ask if they organize the events on their own, or with friends.
- Tell students they are going to practise organizing an event.

Exercise 1 3.33

- Play the CD. Students read and listen.
- Ask what Callum suggests.

ANSWER

Callum suggests they should phone Beth – she's in a band.

Exercise 2 3.34

- Read through the key phrases with the class.
- Ask students to find the key phrases in the dialogue and translate them into their own language.
- Play the CD and ask students to listen to the phrases.
- Students practise the dialogue in pairs.

Exercise 3

- Read through the task with the class, then ask students to work individually to complete the table and think of more ideas.

ANSWERS

Students' own answers.

Exercise 4

- Put students into pairs to compare their answers.
- Encourage them to agree and disagree with each other.

Exercise 5

- Ask students to work in pairs and prepare a new dialogue, changing the blue phrases and adding their own ideas.
- Students practise the dialogue with a partner.
- Students swap roles and practise again.
- Ask some students to perform their dialogues for the class.

Fast finisher

- Refer fast finishers to the Fast finisher activity.
- Students can design their invitation, then compare another fast finisher.
- Alternatively, when everyone has finished, ask fast finishers to show their invitations to the class. You could ask the rest of the class to make their own invitation for homework.

+ Optional activity: Speaking

Ask students to work in pairs and choose another event to organize, for example a birthday party for a younger brother or sister, or a surprise party for a friend.

Ask them to prepare a dialogue in which they organize the event.

Monitor and help students while they are preparing their dialogues.

When students are ready, they can practise their dialogues in pairs. Tell them that they should try to practise their dialogues without reading from their scripts if possible.

Ask some pairs to perform their dialogues for the class.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help develop students' creative abilities. It will also help them to work appropriately in pairs.

Writing

How to: write an email to an internet forum

Aims

- Study a model text.
- Learn key phrases for expressing opinions.
- Learn about cause and effect.
- Write an email to an internet forum.

Warm-up

- Ask students if they spend a lot of time on the internet.
- Write *internet forum* on the board and ask what subjects internet forums can be about.

Exercise 1

- Ask students to read the model text quickly and ask: *What problem is Jenny writing about?* (there aren't many open spaces in her town)
- Students read the model text again and answer the questions.

ANSWERS

- 1 No.
- 2 There are contractions.
- 3 Answers in students' own language.

Exercise 2

- Read through the key phrases with the class.
- Ask students to find the key phrases in the model email and translate them into their own language.

Exercise 3 Language point: cause and effect

- Students complete the rules and example sentences. Tell students to look back at the model text if they need to remind themselves of how *so* and *as a result* are used.
- Check answers with the class, and point out that we use a comma before *so* and we use a comma after *as a result*.

ANSWERS

- We use *so* to connect two ideas in the same sentence.
We use *as a result* to connect two ideas in two sentences.
- 1 As a result
 - 2 so
 - 3 As a result
 - 4 so

Exercise 4 Writing guide

- Read the task notes with the class.
- Students match the headings with the notes and plan their letters.

ANSWER

- 1 d 2 a 3 c 4 b

- Students write their emails, referring to the model text and using the key phrases. This can be set for homework.
- Tell students to check their work, and check they have used cause and effect linking words and contractions.

+ Optional activity: Writing

Dictate these pairs of sentences, or write them on the board. Students rewrite them using the words in brackets.

- 1 There's nothing to do. Young people get bored. (so)
- 2 There are no facilities for teenagers. There is a lot of vandalism. (as a result)
- 3 There are no litter bins. There is a lot of litter. (so)

ANSWERS

- 1 There's nothing to do, so young people get bored.
- 2 There are no facilities for teenagers. As a result, there is a lot of vandalism.
- 3 There are no litter bins, so there is a lot of litter.

Competence in linguistic communication

This activity will help your students to reflect on the way language works and its rules.

Further practice

⇒ Workbook page 77

End-of-unit activities

Progress review

⇒ Workbook pages 78–79

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as the phrases taught in 'How to' sections. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit.
- Students then do the Progress review.
- Check answers with the class.

★ For students who need extra help:

- ⇒ Teacher's Resource Book ★ vocabulary and grammar
⇒ Grammar reference, Workbook page 98

★★ For students who need more practice:

- ⇒ Teacher's Resource Book ★★ vocabulary and grammar
⇒ Grammar reference, Workbook page 98
⇒ Vocabulary puzzles, Workbook page 111

★★★ For students who need extra challenge:

- ⇒ Teacher's Resource Book ★★★ vocabulary and grammar
⇒ Song, Student's Book page 93
⇒ Curriculum extra, Student's Book page 108
⇒ Project, Student's Book page 112

Tests

⇒ Unit 9 Tests, End-of-term Tests 3, End-of-year Tests 1 and End-of-year Tests 2

Writing

How to: write an email to an internet forum

1 Read the model text and answer the questions.

- 1 Is Jenny's address in the email?
- 2 Are there contractions in this email, or is the language very formal?
- 3 What are 'so' and 'as a result' in your language?



Hi

My name's Jenny Lawson and I live in Buryfield in England. I like the area where I live, so I want to improve it.

In my opinion there aren't many parks and open spaces in the area. As a result, a lot of people don't go out because there's a lot of noise and traffic.

I think the council should do something about this. I'm sure they must have some land which local people can use for a park or city garden project.

Jenny Lawson

2 Study the key phrases.

KEY PHRASES

In my opinion ...
I think ...
I'm sure ...

Language point: cause and effect

3 Complete the rules and example sentences with *so* or *as a result*.

RULES

We use ... to connect two ideas in the same sentence.

We use ... to connect two ideas in two sentences.

- 1 People don't pick up litter. ... , the streets are dirty.
- 2 This place is boring, ... we need something new.
- 3 There was a lot of crime in the area. ... , there are now security cameras on the streets.
- 4 The traffic slows down here, ... it isn't very noisy.

4 Follow the steps in the writing guide.

Writing guide

A Task

You live in a big city and you want to improve the area where you live. Write an email to an internet forum.

B Think and plan

Match headings 1–4 with notes a–d.

1 My area 2 Problems 3 Causes 4 Solutions

- a Young people spend all their time hanging around on the street. There are sometimes problems with vandalism and graffiti.
- b A youth café.
- c There isn't anywhere for young people to go. There aren't any facilities for them.
- d South London.

C Write

Write your email using your notes from section B. Look again at the model text and use the key phrases.

D Check

- cause and effect linking words
- contractions



Consolidation units 8–9

Vocabulary

1 Write the past simple and the past participle of the verbs.

- | | |
|---------|---------|
| 1 study | 5 meet |
| 2 swim | 6 play |
| 3 do | 7 drive |
| 4 buy | 8 speak |

2 Write a word or phrase for each photo.



1 a noun



2 a phrasal verb



3 a noun



4 a phrasal verb



5 an adjective



6 a noun

Grammar

3 Choose the correct words A, B or C.

- There isn't ... noise.
- You ... drive on the left in Spain.
- ... you ever touched a snake?
- I didn't know ... at the party.
- Oh, no! ... fallen off his bicycle.
- There are ... bins here.
- I think you ... go to the park.
- We ... never been to London.
- There ... any money.
- I ... broken my arm.

A

- some
- do
- Did
- someone
- Has he
- much
- should
- haven't
- is
- didn't

B

- much
- mustn't
- Have
- something
- He's
- any
- should to
- 've
- isn't
- hasn't

C

- many
- should
- Has
- anyone
- He have
- some
- must to
- 's
- aren't
- haven't

Error correction

4 Correct the sentences and questions.

- She ~~shoulds~~ speak English. °
- Has it bitten you? Yes, it ~~did~~. °
- There ~~isn't~~ many people here. °
- You ~~must to~~ wear a helmet. °
- Have you ever ~~meeted~~ him? °
- There's a lot ~~traffic~~. °

Translation

5 Translate the sentences and questions.

- Is there anything in your bag?
- You mustn't touch that!
- I've never tried Indian food.
- Has Leah ever broken her leg?
- There isn't much litter.
- You shouldn't eat it.

Consolidation units 8–9

Vocabulary

Exercise 1

- Students write the past simple and past participle forms.
- Check answers with the class.

ANSWERS

- | | |
|--------------------|------------------|
| 1 studied, studied | 5 met, met |
| 2 swam, swum | 6 played, played |
| 3 did, done | 7 drove, driven |
| 4 bought, bought | 8 spoke, spoken |

Exercise 2

- Students write the correct word or expression for each photo. Give them the first letter if necessary.
- Check answers with the class. Accept all reasonable answers.

ANSWERS

- | | |
|------------|-------------------|
| 1 bruise | 4 get off |
| 2 pick up | 5 broken |
| 3 graffiti | 6 security camera |

Grammar

Exercise 3

- Read the task with the class and make sure students understand what they have to do.
- Students choose the correct words.
- Check answers with the class.

ANSWERS

1 B 2 B 3 B 4 C 5 B 6 C 7 A 8 B 9 B 10 C

Error correction

Exercise 4

- Read the task with the class and point out that the errors can be in spelling, word order or grammar.
- Students write the correct sentences and questions.
- Check answers with the class.

ANSWERS

- 1 She should speak English
- 2 Has it bitten you? Yes, it has.
- 3 There aren't many people here.
- 4 You must wear a helmet.
- 5 Have you ever met him?
- 6 There's a lot of traffic.

Translation

Exercise 5

- Students translate the sentences and questions into their own language.
- Check answers with the class.

ANSWERS

Answers in students' own language.

+ Optional activity: Consolidation

Refer students back to the City projects activity on page 82. For homework, ask students to plan a project for their local area. Tell them they can look online for ideas of other successful city projects for young people. Tell them to write a short paragraph explaining:

- What the problem is in their area
- What they think the solution is
- Who they think should pay for the project and organize it

In the next lesson, students can read their paragraphs to the class, and the class can vote for the best one.

Competence in processing information and use of ICT

This activity will help your students to understand the nature, role and opportunities of ICT in everyday contexts, including searching for, collecting and processing information.

Cumulative review units 1–9

Vocabulary

Exercise 6

- Students identify the words that don't match.
- Check answers with the class.

ANSWERS

- | | |
|----------|----------------|
| 1 owner | 5 nought |
| 2 bitten | 6 son |
| 3 desk | 7 marry |
| 4 move | 8 street light |

Grammar

Exercise 7

- Students complete the dialogue with the correct verb forms.
- Check answers with the class.

ANSWERS

- | | |
|---------------|-----------------|
| 1 saw | 5 Have ... seen |
| 2 was walking | 6 haven't seen |
| 3 lives | 7 'm visiting |
| 4 's acting | 8 'll meet |

Communication

Exercise 8

- Students choose the correct answers to the questions.
- Check answers with the class.

ANSWERS

- 1 f 2 d 3 g 4 b 5 h 6 a 7 c 8 e

Exercise 9

- Students write responses for the situations.
- Check answers with the class.

ANSWERS

Students' own answers.

Exercise 10

- Tell students to take it in turns to read one of the expressions or questions in exercises 8 and 9.
- Their partner should respond in an appropriate way. Tell students to try and respond without looking at the book.
- Encourage them to help their partner if he or she cannot think of an appropriate response.
- Students work in pairs to practise the situations.

+ Optional activity: Consolidation

To consolidate students' understanding of the vocabulary and grammar in units 1–9, tell students they are going to interview each other about their home, family, present life and future plans. Write these questions on the board, and elicit a few more questions from the class.

Where do you live? Describe your home.

Talk about your family.

What type of person are you? Describe your personality.

What do you usually do in your spare time?

What did you do last weekend?

Talk about a memorable day in the past.

Talk about your plans for the future. What do you want to do when you leave school?

Tell students to look back through the units they have studied to find useful vocabulary, and prepare their answers to the questions. Tell them to pay particular attention to the different tenses used in the questions, and make sure their answers use appropriate tenses.

Put students into pairs to interview each other. Monitor while students are working and make a note of any common mistakes.

Students can interview two or three different partners.

Ask students to report back to the class on what they learned about their partner, then correct any common mistakes in a short feedback session.

Competence in linguistic communication, social skills and citizenship

This activity will help your students to understand and apply language rules. It will also help them to work appropriately in pairs.

Cumulative review units 1–9

Vocabulary

6 Find the word that doesn't match.

- | | |
|-------------------------------------|-------------------------------------|
| 1 niece wife brother owner | 5 heavy wild slow nought |
| 2 sprain burn bitten injure | 6 son month week day |
| 3 desk match competition tournament | 7 traffic pollution marry vandalism |
| 4 valley move desert mountain | 8 bed sofa chair street light |

Grammar

7 Complete the dialogue with the correct form of the verbs.

- Shaun I (1) ... (see) Keira Knightley last week.
- Gemma Really? Where?
- Shaun She (2) ... (walk) in Bristol town centre with a lot of other people.
- Gemma That's strange. She (3) ... (live) in London.
- Shaun I know, but she's here now because she (4) ... (act) in a film. (5) ... you ever ... (see) a famous person?
- Gemma I (6) ... (not see) any famous people in Bristol, but I (7) ... (visit) my friend in London next week. Maybe I (8) ... (meet) someone famous there.



Communication

8 Match expressions 1–8 with a–h.

- | | |
|---------------------------------------|---------------------------------------|
| 1 Shall I meet you at the café? | a It's worth seeing a baseball match. |
| 2 Can I do anything? | b Have you? That's amazing! |
| 3 Do you think they'll win the match? | c I've cut my finger. |
| 4 I've seen a crocodile. | d Yes, there's a lot to do. |
| 5 What was the weather like? | e Yes, I love it. |
| 6 What should I do there? | f Yeah, OK. I'll see you there. |
| 7 What's happened? | g No, definitely not. They'll lose. |
| 8 Do you like skiing? | h It was horrible. |

9 Write a response for each situation.

1 What should I visit in your town?

2 What's going on here?

3 What are you doing on Saturday?

10 Work with a partner. Practise the situations from exercises 8 and 9.

English plus Options +

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+ Projects	unit 1	Collection for the future	page 110
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	unit 8	The emergency services	page 118

English plus Options

Each unit of the *English plus* Student's Book has three optional pages to provide additional reading texts, further practice of key areas and material to suit different class requirements. It will enable you to stretch stronger classes and introduce variety into your teaching. All sections are optional and you can use them at any point in the unit.

Songs

The songs in *English plus* are well known and by up-to-date artists, with whom your students will be familiar. Songs are an authentic piece of English and the original lyrics have been used. However, it may be difficult for your students to understand every word of the song, so the activities focus on the language that they have learnt in the previous units. There is a short glossary to help with the meaning of some expressions. Encourage your students to appreciate the general meaning of the song, as well as the song itself. The biography box gives additional information about the artist. You might like to discuss the song or the artist in relation to the current pop charts or students' own favourite songs.

The teaching notes for these pages provide additional background information about the artist.

There are three songs, so you can use one per term. They follow units 3, 5 and 9.

Extra listening and speaking

The *Extra listening and speaking* sections provide additional functional language and oral skills practice. The aim is to give students practice of everyday situations and enable basic social interaction. They also provide practice of listening for specific information, such as numbers.

Each page starts with a focus on the key vocabulary and listening comprehension activities. Students practise listening for key information before moving on to a dialogue. The dialogues cover common situations that students may encounter. After practising the dialogue, students create their own by substituting key words with new information.

The teaching notes for these pages provide an additional activity for further practice of the key language.

There are six *Extra listening and speaking* pages. They follow units 2, 4, 5, 6, 7 and 8.

Curriculum extra

The *Curriculum extra* pages provide material for Content and Language Integrated Learning (CLIL), or teaching other areas of the curriculum through English. Many teachers in Spain have been successfully using CLIL for some years, but recently the move towards CLIL has become more widespread. The *Curriculum extra* pages allow you to incorporate elements of other subjects into your English class, and the topics have been

chosen to reflect the syllabus of other subjects at the second level of ESO. They provide plenty of extra challenge for strong classes.

Each page teaches key topic-related vocabulary before introducing the topic through a reading or listening text. The final activity requires students to apply their new knowledge to interpret information. This includes interpretation of data, realia, images and texts depending on the subject.

If you wish to expand the topic, the teaching notes provide an additional activity and the Teacher's Resource Book provides two additional photocopiable pages on a related topic per unit. There is one *Curriculum extra* page for every unit of *English plus*, including three relating to Language and Literature.

Projects

For students who have fully grasped the new language of the unit and are progressing well, projects are an extension activity that will allow them to be creative and use the language more freely. Students can work on the projects independently for homework, or they can be used for group or pair work if you prefer.

Students are provided with a clear model to follow and a step-by-step checklist of instructions for producing their own versions. If possible, display students' work by asking them to share it with the rest of the class or putting it on the walls of the classroom.

There are three projects, so you can use one per term. They follow units 1, 4 and 9.

Culture

The *Culture* page offers a text with comprehension exercises. The aim is to increase students' knowledge of English-speaking cultures and promote artistic and cultural competence, as well as provide additional challenging reading practice.

The final activity, *Your culture*, is designed to get students thinking about their own culture and to make comparisons with an English-speaking one. Encourage students from other countries to share their answers and opinions with the class.

The teaching notes for these pages provide background information and an additional extension activity that will expand students' knowledge of the topic.

There are six *Culture* pages. They follow units 1, 2, 3, 6, 7 and 8.

Song unit 3

Warm-up

- With books closed, ask students who their favourite rock bands are. Elicit some names.
- Write the name McFly on the board, and ask students what they know about this band.

Background information

McFly's first album *Room on the Third Floor* made it to Number 1 in the UK album charts, making McFly the youngest band ever to have a debut album at Number 1. Their fourth album, *Radio:Active* was given away free with a Sunday newspaper before being released in the conventional way. The album *Just My Luck* was the soundtrack to a film of the same name in which the band starred as themselves.

Exercise 1

- Students read the sentences and complete the biography.
- Check answers with the class.

ANSWERS

- | | |
|------------------------|----------------|
| 1 Harry Judd (drummer) | 3 Just My Luck |
| 2 London | 4 Radio:Active |

Exercise 2 1.41

- Refer students to the song lyrics and glossary.
- Students read the song and choose the correct words, either individually or in pairs.
- Play the CD and ask students to listen and check their answers.

ANSWERS

- | | |
|------------|----------|
| 1 got | 5 went |
| 2 said | 6 wrote |
| 3 know | 7 called |
| 4 remember | |

Exercise 3

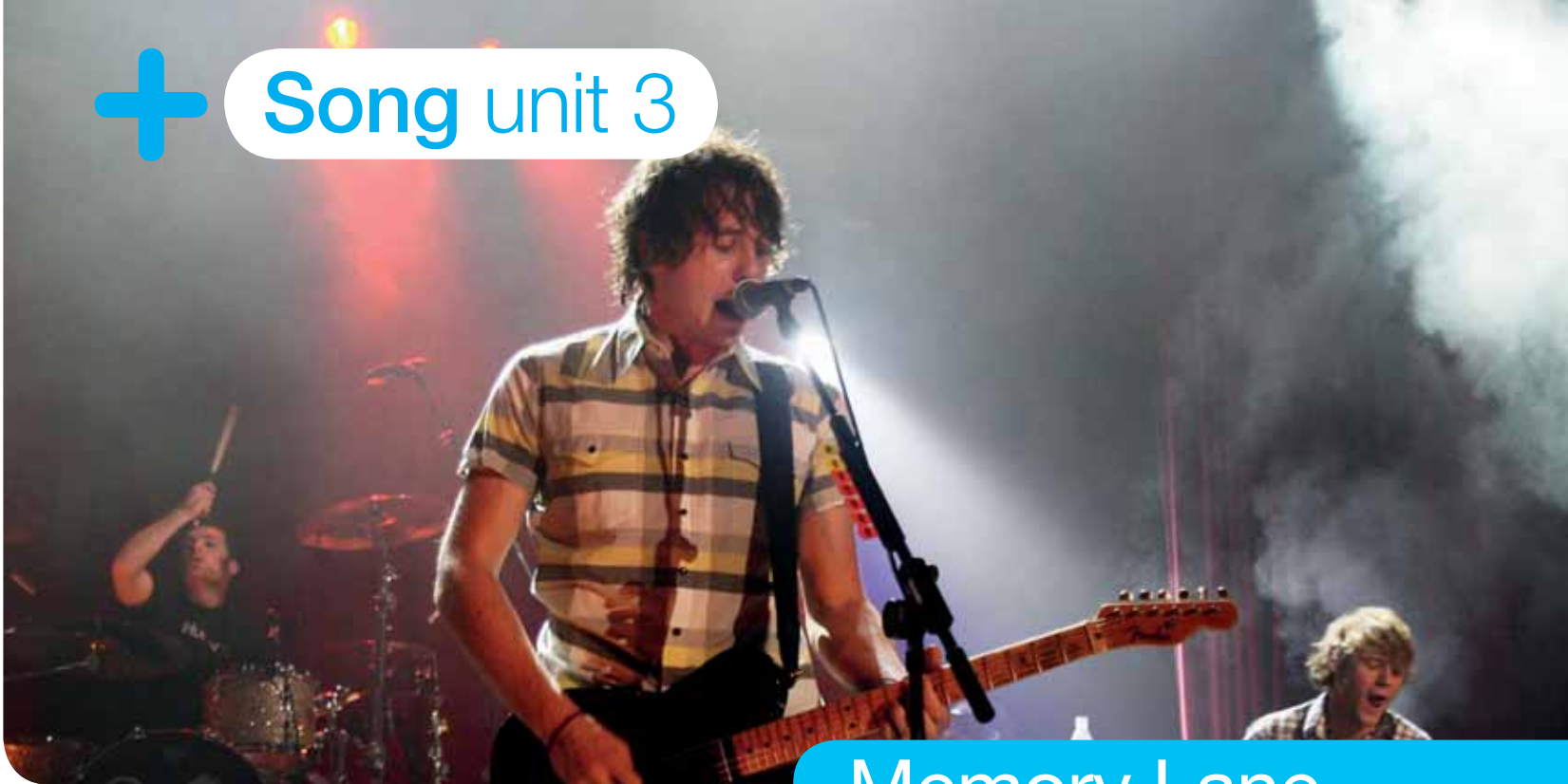
- Students read the song again and decide whether the sentences are true or false.
- Tell students to compare their answers in pairs and discuss any differences.
- Check answers with the class.
- Students might like to listen to the song once more to finish with.

ANSWERS

- | | |
|--------|---------|
| 1 true | 4 false |
| 2 true | 5 false |
| 3 true | |



Song unit 3



Memory Lane

1 Read the sentences and complete the biography.

- Tom Fletcher and Danny Jones formed a band in 2003. They were both singers and guitarists.
- They needed a drummer and a bass player, so they asked Harry Judd and Dougie Poynter to join.
- All the members live in London.
- Some of their popular albums are *Room on the Third Floor*, *Just My Luck* and *Radio:Active*.

2 1.41 Read the song and choose the correct verbs. Then listen and check.

3 Read the song again. Write *true* or *false*.

- 1 The singer is in the town where he grew up.
- 2 He visits an old girlfriend.
- 3 She doesn't remember him.
- 4 The girl still lives in the same town.
- 5 The town is exactly the same as before.

Two years away,
I (1) **got** / **goes** back today,
Tried calling up this girl I used to know,
But when I (2) **said** / **'m saying** hello,
She didn't (3) **knew** / **know** just who I was supposed to be.

(Chorus)
Memory Lane,
We're here again,
Back to the days,
And I'll (4) **memorize** / **remember** you always,
So much has changed,
Now it feels like yesterday I (5) **go** / **went** away.

The word's around, that she's moved town
About a thousand miles away from here.
And I found something she (6) **wrote** / **said**
A long time ago
And it reminds me of a place I know (7) **calling** / **called** ...

(Repeat chorus)
So much has changed (so much has changed)
So much has changed (so much has changed)
So much has changed (so much has changed), down ...
(Repeat chorus)

So much has changed (so much has changed)
So much has changed (so much has changed)
So much has changed (so much has changed)
Down Memory Lane

Glossary

call up someone = phone someone

McFly

Biography

Members: Danny Jones (vocals, guitar)
Tom Fletcher (vocals, guitar)
Dougie Poynter (bass), (1) ...

Home: (2) ...

Albums: *Room on the Third Floor*, (3) ... , (4) ...

Did It Again

KYLIE MINOGUE

Biography

Name: Kylie Ann Minogue
Birthday: 28 May 1968
Nationality: Australian
Family: Mum (Carol), Dad (Ron), one brother (Brendan), one sister (Dannii)
Albums: Kylie has got ten albums including *Fever*, *Body Language* and *X*.

Clever girl
Think you are, but you think too much
Shut down, turn around
Don't look that way any more

Clever girl
Think you know, but **you don't know much**
Try to make a move
Go to a different door

You know **it's all in your head**
 You'd better put that business to bed
 What you see, nobody sees
 It only brings you to your knees

(Chorus)
You did it again
You did it again
Won't you listen to me when I'm telling you?
It's no good for you

Clever girl
Think you're right, but what's right from wrong?
Little Miss **Genius**
You make it hard on yourself

Clever girl
You've got it all, but you're all messed up
Time now turn around
Move onto something else

You know it's all in your head
You'd better put that business to bed
What you see, nobody sees
It only brings you to your knees

(Repeat chorus x 2)

- 1** Read the biography about Kylie Minogue. Then answer the questions.

- 1 How old is Kylie?
- 2 Where's she from?
- 3 How many people are in Kylie's family?
- 4 How many albums has Kylie got?

- 2**  **2.26** Listen to the song. Match the **bold** words and phrases in the song to 1–5.

- 1 you don't need anything
- 2 you're imagining things
- 3 very intelligent person
- 4 you only know a bit
- 5 it isn't a good idea

- 3** Read the song again. Then complete the sentences about the song. Choose a or b.

- 1** The song is about a young
a man **b** woman
- 2** This person ... problems.
a has got some **b** hasn't got any
- 3** The singer wants this person to
a do the same thing **b** change
- 4** The singer wants the person to
a talk **b** listen

Song unit 5

Warm-up

- Refer students to the photo and ask if they recognize the singer.
- Elicit that it is Kylie Minogue, and ask students what they know about her. Elicit the names of some of her songs.

Background information

Kylie Minogue started her career as an actress in the Australian soap opera *Neighbours*. Her success as a pop singer began in the 1980s, and in the 1990s she tried to change her image to become a more serious singer and songwriter. She did not have a huge amount of success, so returned to singing pop songs and producing lavish pop videos. Kylie underwent treatment for breast cancer in 2005, since which time she has done work to support cancer charities. She has also written a book for children, *The Showgirl Princess*, and in 2006 launched her own brand of perfume called *Darling*.

Exercise 1

- Students read the biography and answer the questions.
- Ask students to compare their answers in pairs, then check answers with the class.

ANSWERS

- | | |
|-----------------------------------|-------|
| 1 Answer depends on current year. | 3 5 |
| 2 Australia | 4 Ten |

Exercise 2 2.26

- Refer students to the song lyrics and the bold words and phrases.
- Play the CD and ask students to read and listen.
- Students match the bold words and phrases to the meanings.
- Check answers with the class.

ANSWERS

- 1 You've got it all
- 2 it's all in your head
- 3 Genius
- 4 you don't know much
- 5 It's no good for you

Exercise 3

- Students read the song again and complete the sentences.
- Check answers with the class.
- Students might like to listen to the song once more to finish with.

ANSWERS

- 1 b 2 a 3 b 4 b

Song unit 9

Warm-up

- Refer students to the photo and ask if they recognize the band.
- Elicit that it is Oasis, and ask students what they know about the band. Elicit the names of the band members or some of their songs.

Background information

The band Oasis first formed in 1991. Their albums include *Definitely Maybe*, *(What's the Story) Morning Glory?*, *Don't Believe the Truth*, and *Dig Out Your Soul*. The song *Half the World Away* was first included as the B side on a single, but became very well known in Britain when it was chosen as the theme tune for a BBC sitcom *The Royle Family*, about a working class family in Manchester.

Exercise 1

- Students read the biography and complete the text.
- Check answers with the class.

ANSWERS

- | | |
|---------------------|--------------|
| 1 Manchester | 4 songwriter |
| 2 Gallagher | 5 50 million |
| 3 singer / vocalist | |

Exercise 2 3.35

- Refer students to the song lyrics.
- Play the CD and ask students to listen and read the lyrics.
- Refer students to the sentences and explain that they should complete the sentences with words from the song lyrics.
- Students work in pairs to complete the sentences.
- Check answers with the class.

ANSWERS

- | | |
|----------|---------|
| 1 island | 4 smell |
| 2 dreams | 5 mind |
| 3 hole | |

Exercise 3

- Students read the song again and decide if the sentences are true or false.
- Check answers with the class.
- Students might like to listen to the song once more to finish with.

ANSWERS

- 1 False (I would like to leave this city).
- 2 False (This old town don't smell too pretty).
- 3 True.
- 4 True.
- 5 False (I don't feel down).



Song unit 9



Half The World Away

I would like to leave this city
 This old town don't smell too pretty and
 I can feel the warning signs running around my mind
 And if I could leave this island, I'd book myself into a soul
 asylum
 'Cause I can feel the warning signs running around my mind

(Chorus)

Here I go, I've been scratching around the same old hole
 My body feels young but my mind is very old
 So what do you say?
 You can't give me the dreams that are mine anyway
 You're half the world away
 Half the world away
 Half the world away
 I've been lost, I've been found,
 But I don't feel down

And when I leave this planet, I know I'd stay but I just can't
 stand it
 I can feel the warning signs running around my mind
 And when I leave my spirit, I'll find me a hole and I'll live in it
 And I can feel the warning signs running around my mind

(Repeat chorus)

- 1 Read the biography about Oasis. Then complete the text with the correct words.

Oasis are one of the most successful British bands of all time. They come from (1) ... , in the north of England. A lot of different people have been in the band, but the two original members are brothers Liam and Noel (2) Liam is the main (3) ... , and Noel is the main (4) They've sold over (5) ... records throughout the world.

- 2  3.35 Listen to the song and complete the sentences below with words from the song.

- 1 Cyprus is a beautiful
- 2 I have very interesting ... , but I always forget them when I wake up.
- 3 There's a ... in your jumper! You should take it back to the shop.
- 4 Those cakes ... great! Can I have one?
- 5 I've changed my I'm coming with you.

- 3 Read the song again. Write *true* or *false*.

- 1 The singer lives in a village.
- 2 The singer likes his home.
- 3 The singer thinks he should leave.
- 4 The singer feels older than he is.
- 5 The singer is unhappy.

OASIS

Biography

- Members:** Liam Gallagher (lead vocals, guitar)
 Noel Gallagher (vocals, guitar, lead songwriter)
 + various other guitarists, bass players, keyboardists and drummers
- Home city:** Manchester, England
- Albums:** seven albums, + two compilations and two live albums
- Achievements:** over 50 million records sold worldwide, eight number 1 UK singles, four MTV Europe Music awards

+ Extra listening and speaking unit 2

Finding things

1 Match 1–8 in the picture with the prepositions in the box.

behind between on in in front of near next to under



2 1.26 Listen and write the prepositions you hear. Then listen and repeat.

3 1.27 Listen to a conversation. What are Eva and her dad looking for? Where is it?

4 1.27 Study the key phrases. Then listen to the conversation again and answer the questions.

KEY PHRASES

What's wrong?
Look, here's ...!
Is this what you're looking for?
That's the wrong one.
Here it is!

- 1 Where are Eva and her dad?
- 2 Why does Eva need the book today?
- 3 Where does she usually do her homework?
- 4 Where does Eva find the book?
- 5 Why does she want to find her brother?

5 1.28 Look at the house plan in exercise 1. Then listen and repeat the dialogue.

Stacey What's wrong?
Danny I can't find my **laptop**.
Stacey Is it **under the table** in the **living room**?
Danny No, it isn't.
Stacey Look, here's a **laptop**! Is this what you're looking for?
Danny No, that's the wrong one.
Stacey What about **the bedroom**? Is it **in the wardrobe**?
Danny No, it isn't. Oh, here it is! It's **on the bed**.

6 Change the **blue** words in the dialogue in exercise 5. Use the information in the house plan and some of the words in the box. Then practise your new dialogue with a partner.

T-shirt magazine suitcase umbrella coat

Extra listening and speaking unit 2

Finding things

Aims

- Learn key phrases for finding things.
- Listen to a conversation about finding things.
- Practise talking about finding things.

Warm-up

- With books closed, ask students if they ever put something in a place and then can't find it when they need it.
- Ask what kinds of things they can't find, and where. Ask if anyone helps them to find the things.

Exercise 1

- Students match 1–8 with the prepositions.
- Check answers with the class.

ANSWERS

- | | | |
|---------------|---------|------------------|
| 1 behind | 4 under | 7 next to / near |
| 2 between | 5 on | 8 near / next to |
| 3 in front of | 6 in | |

Exercise 2 1.26

- Play the CD. Students listen and write down the prepositions.
- Check answers, asking students to spell each preposition.
- Play the CD again for students to listen and repeat. Point out the vowel sound in *in front* /frʌnt/ and point out that *next to* is pronounced as if it was one word /nekstu:/.

ANSWERS

- | | | |
|---------------|---------|-----------|
| 1 on | 3 in | 5 near |
| 2 in front of | 4 under | 6 next to |

Exercise 3 1.27

- Play the CD, then ask students the questions.

ANSWERS

They are looking for Eva's history book. It is in the microwave.

Exercise 4 1.27

- Read through the key phrases with the class.
- Ask students to translate them into their own language.
- Ask students if they can remember who said each of the phrases.
- Allow students time to read the questions.
- Play the CD again and ask students to answer the questions.
- Ask students to compare their answers in pairs.

ANSWERS

- 1 They are in the kitchen.
- 2 She's got an exam.
- 3 In the kitchen.
- 4 In the microwave.
- 5 She thinks he is responsible for putting the book in the microwave.

Exercise 5 1.28

- Refer students back to the house plan.
- Play the CD once for students to listen to the dialogue and read it.
- Play the CD again for students to listen and repeat.

Exercise 6

- Students work in pairs to prepare their own dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again.

+ Optional activity: Speaking

Ask a pair of confident students to come to the front of the class. Ask one of them to bring a personal object with them, for example a pen or a ruler, and give it to their partner. Explain that their partner is going to hide the object, and they must find it.

Ask the student whose object is to be hidden to leave the class for a minute while the other student hides the object. Make sure that the object is put in a place where it can be found.

Call the student back into the classroom. Write on the board the words *warm* and *cold*. Explain that other students in the class can call out these words to say whether the person is close to the object (warm) or a long way away (cold).

Tell other students that they can make suggestions or ask questions using the key phrases. For example:

Is this what you're looking for?

No, that's not my pen.

Is it on the teacher's desk?

No, it isn't.

Look, here's a pen!

That's the wrong one.

When the student finds the object, make sure they use the correct phrase: *Here it is!* Repeat the activity with two or three more pairs.

Competence in linguistic communication, social skills and citizenship

This activity will help your students to understand and apply language rules. It will also help them to work appropriately in pairs.

Extra listening and speaking unit 4

Asking for and giving directions

Aims

- Learn vocabulary and key phrases for asking for and giving directions.
- Listen to a phone conversation about asking for and giving directions.
- Practise asking for and giving directions.

Warm-up

- With books closed, think of a place fairly close to your school, such as a sports centre, shop or cinema. Ask students where it is.
- Elicit some ideas, then ask: *How do I get there from this school?*
- Elicit some directions, but don't correct students at this stage.
- Tell students they are going to practise asking for and giving directions.

Exercise 1

- Students work individually or in pairs to find the places.
- Check answers.

Exercise 2 2.12

- Read through the key phrases with the class.
- Ask students to translate the phrases into their own language.
- Play the CD. Ask students the question.

ANSWERS

lake, café, bridge

Exercise 3 2.12

- Allow students time to read the sentences.
- Play the CD again and ask students to choose the correct words.
- Check answers with the class.

ANSWERS

1 scary

2 up

3 great

4 sail

Exercise 4 2.13

- Play the CD once for students to listen to the dialogue and read it.
- Play the CD again for students to listen and repeat.

Exercise 5

- Students work in pairs to prepare their own dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again.

+ Optional activity: Speaking

Ask students to work individually and choose a place that is quite close to the school. Ask them to prepare directions to that place from the school.

Put students into pairs. Tell them they are going to ask their partner to give them directions to the place they chose, then check that their partner gives the directions correctly.

Remind them to use the phrases for asking for directions to start their dialogues.

Students can repeat the activity with two or three different partners.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help your students to develop their own creative abilities. It will also help them to work appropriately in pairs.

+ Extra listening and speaking unit 4

Asking for and giving directions

1 Look at the map and find the places in the box.

café bridge lake car park entrance toilets



2 2.12 Study the key phrases. Then listen to the conversation. Which of the places in exercise 1 do the people mention?

KEY PHRASES

Do you know where ... is?
Turn left / right at ...
It's on the left / right.
How do I get there?
Go straight on.

3 2.12 Listen to the conversation again and choose the correct words.

- 1 The guide says that Big Mountain is **boring** / **strange** / **scary**.
- 2 You travel **up** / **into** / **through** Big Mountain in a barrel.
- 3 The girl thinks Big Mountain sounds **horrible** / **funny** / **great**.
- 4 She wants to know if you can **sail** / **swim** / **drive** across the lake.

4 2.13 Listen and repeat the dialogue.

Liam Excuse me. Do you know where **Valley of Adventure** is?
Guide Yes, it isn't far.
Liam How do I get there?
Guide Go to **the lake** and **turn right at the bridge**. Then **go straight on**. **Valley of Adventure** is on the **right**.
Liam Great! Thanks for your help.
Guide You're welcome.

5 Change the **blue** words in exercise 4 using the map. Then practise your new dialogue with a partner.

+ Extra listening and speaking unit 5

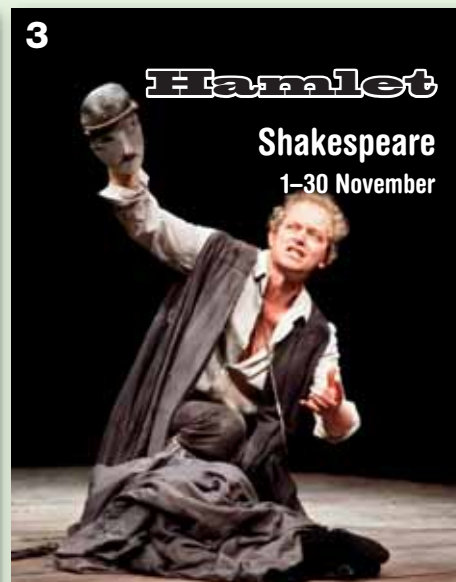
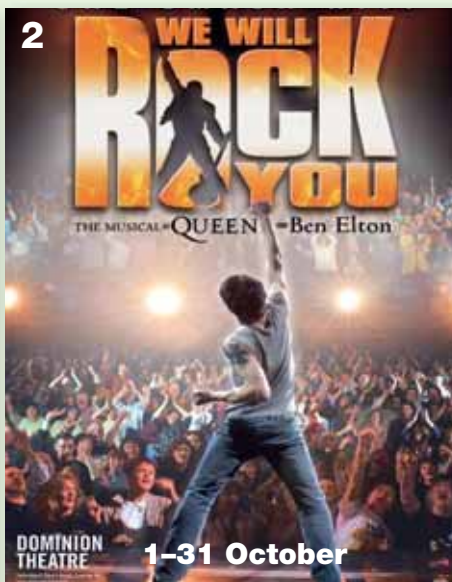
Buying tickets

1 Match the type of show with posters 1–3.

musical ballet play

Swindon Theatre, Autumn programme.

Tickets: £23, £28, £35



2 2.27 Look at the posters and listen to the conversation. Which type of show is Tom buying tickets for?

3 2.27 Study the key phrases. Then listen to the conversation again. Copy and complete the ticket with the correct information.

KEY PHRASES

Can I have two tickets for ... , please?
Where would you like to sit? Front, middle or back?
That's seats ... and ... in row
That's £ ... altogether, please.

4 2.28 Listen and write the numbers and letters you hear. Then listen and repeat.

5 2.29 Listen and repeat the dialogue.

Amy Can I have **three** tickets for **Swan Lake**, please?
Clerk Certainly. Which date?
Amy **22 September**.
Clerk Where would you like to sit? Front, middle or back?
Amy **Front**, please.
Clerk Certainly. That's seats **41, 42 and 43** in row **B**. They're **£35** each.
Amy Great!
Clerk That's **£105** altogether, please.
Amy Here you are.
Clerk Thanks. Enjoy the show.

6 Change the **blue** words in exercise 5 using the information in the posters. Then practise your new dialogue with a partner.

	TICKET		THEATRE
	Show:	(1) ...	
	Date:	(2) ... October	
	Seats:	(3) ... (4) ...	
	Row:	(5) ...	
Total price:		(6) ...	

Extra listening and speaking unit 5

Buying tickets

Aims

- Learn key phrases for buying tickets.
- Listen to a conversation about buying tickets.
- Practise buying tickets.

Warm-up

- With books closed, ask students: *When do you buy tickets?* Elicit some answers.
- Ask: *When you buy tickets at a theatre, what information do you give?* Elicit ideas such as which day you want to go, where you want to sit, how much you want to pay, etc.
- Tell students they are going to practise buying tickets.

Exercise 1

- Students work in pairs to match the types of show with the posters.
- Check answers.

ANSWERS

- 1 ballet 2 musical 3 play

Exercise 2 2.27

- Play the CD and ask students what type of show Tom is buying tickets for.

ANSWER

Tom is buying tickets for *We Will Rock You*.

Exercise 3 2.27

- Read through the key phrases with the class. Check that students understand *row* and model the pronunciation /rəʊ/.
- Ask students to copy the ticket.
- Play the CD again. Students listen and complete the ticket with the correct information.
- Check answers.

ANSWERS

- | | |
|--------------------|----------|
| 1 We Will Rock You | 4 12 |
| 2 18th | 5 V |
| 3 11 | 6 £46.00 |

Exercise 4 2.28

- Tell students they are going to listen to some more seat and row numbers.
- Play the CD and ask students to write down the letters and numbers.
- Check answers, then play the CD again for students to listen and repeat.

ANSWERS

- 1 seats 9 and 10 in row R
2 seats 24, 25 and 26 in row H
3 seats 16–19 in row J
4 seats 30–32 in row E

Exercise 5 2.29

- Play the CD once for students to listen to the dialogue and read it.
- Play the CD again for students to listen and repeat.

Exercise 6

- Students work in pairs to prepare their own dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again.

+ Optional activity: Speaking

Elicit some other situations in which you buy tickets, for example at a train station, to watch a football match, to visit a museum, etc.

Ask students to work in pairs and prepare a new dialogue about buying tickets. Tell them to include details about the number of people, the date, etc., and tell them to make their dialogues as realistic as possible.

Monitor while students are working, helping out with vocabulary as necessary. Check that students are using the key phrases correctly.

Ask students to practise their dialogues in pairs, then ask some pairs to perform their dialogues for the class.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help your students to develop their own creative abilities. It will also help them to work appropriately in pairs.

Extra listening and speaking unit 6

Leaving phone messages

Aims

- Learn key phrases for leaving phone messages.
- Listen to someone leaving a phone message.
- Practise leaving phone messages.

Warm-up

- With books closed, ask students if they ever leave phone messages.
- Ask when they leave phone messages, and who for.
- Ask students if they know how to leave a phone message in English.
- Elicit some phrases, but don't confirm or reject any at this stage.
- Tell students they are going to practise leaving phone messages.

Exercise 1

- Students work in pairs to match the information with the types of number.
- Check answers with the class and model and drill pronunciation of the numbers.
- Point out that we say phone numbers as individual numbers, and we say 'oh' for zero.
- Point out that there are two ways of saying dates: 'August the eighteenth' or 'the eighteenth of August'.
- Point out that for prices we can say 'nine pounds fifty' or just 'nine fifty'.

ANSWERS

- | | |
|---------------|-----------------|
| 1 07702 90453 | 4 £9.50 |
| 2 18:40 | 5 68, Long Road |
| 3 18 August | |

Exercise 2 2.42

- Play the CD and ask students to write the information they hear.
- Check answers by asking students to come and write each piece of information on the board and then say it.
- Play the CD again and ask students to listen and repeat.

ANSWERS

- | | |
|----------------------------|-------------------------|
| 1 quarter past nine | 4 ninety-nine pence |
| 2 four pounds seventy-five | 5 the twentieth of June |
| 3 183, West Street | 6 0909 870413 |

Exercise 3 2.43

- Play the CD. Students listen and decide which numbers they hear.
- Check answers.

ANSWERS

07702 90453

Exercise 4 2.43

- Read through the key phrases with the class.
- Allow students time to read the questions.
- Play the CD again. Students answer the questions individually then compare their answers in pairs.
- Check answers with the class.

ANSWERS

- 1 He's at the park.
- 2 Call Lucy on her mobile.
- 3 A football match.
- 4 They won't wait for him.

Exercise 5 2.44

- Refer students to the message and allow them time to read it.
- Play the CD once for students to listen to the dialogue and read it.
- Play the CD again for students to listen and repeat.

Exercise 6

- Students work in pairs to prepare their own dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again.

+ Optional activity: Speaking

Ask students to work individually and think of a reason for phoning a friend (for example to meet later, to invite them somewhere, etc.).

Put students into pairs. Tell them that their partner will be their friend's brother or sister. Ask them to practise their phone conversation in which they phone their friend's house. Their friend's brother or sister answers and tells them their friend is out, so they leave a message. Their partner must take the message and write it down.

Students can then swap roles and have another phone conversation.

At the end, they can swap the written messages and see how accurately their partner took their message.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help your students to develop their own creative abilities. It will also help them to work appropriately in pairs.

+ Extra listening and speaking unit 6

Leaving phone messages

- 1 Match the information in the box with the types of number.

68, Long Road 18:40 07702 90453
18 August £9.50

- 1 phone number 4 price
2 time 5 address
3 date

- 2 2.42 Listen and write the information you hear. Then listen again and repeat.

- 3 2.43 Listen to a phone conversation and a message. Which numbers from exercise 1 do you hear?



- 4 2.43 Study the key phrases. Then listen to the phone message again and answer the questions.

KEY PHRASES

Can I speak to ... , please?
He's / She's out at the moment.
Can I take a message?
Can you ask him / her to call me?
Can you tell him / her that ... ?

- 1 Where is Liam when Lucy phones?
2 What message does Liam's dad take?
3 Where are Lucy and Liam going this evening?
4 What will happen if Liam is late?

- 5 2.44 Read the message. Then listen and repeat the dialogue.

Matt's mum Hello.
Steven Hi, it's Steven here. Can I speak to Matt, please?

Matt's mum Sorry, he's out at the moment. Can I take a message?

Steven Yes, please. Can you tell him that I'm meeting the girls at eight o'clock at the cinema?

Matt's mum OK, meeting the girls ... eight o'clock ... cinema.

Steven That's right.

Matt's mum OK, I'll give him the message.

Steven Thanks. Bye.

Matt's mum Bye.

Matt, Steven called. He's meeting the girls at eight o'clock at the cinema.

- 6 Change the blue words in exercise 5 using the information in the messages. Then practise your new dialogue with a partner.

**Matt, Rachel called.
She's having a
party on Saturday
16 September – 53,
London Road.**

*Matt, Craig called.
The tickets for the
concert cost £12.95.*

+ Extra listening and speaking unit 7

Talking about scores

- 1 Check the meaning of the words in the box. Then complete the sentences with the words.

match score fan goal

- 1 Paula is a big Liverpool
- 2 He's going to ... ! Yes!
- 3 What a beautiful ... !
- 4 Do you want to watch the ... ?

- 2  3.11 Listen to the conversation. Which match are Paula and Andy watching?

- 3  3.11 Study the key phrases. Then listen to the conversation again and write *true* or *false* for 1–5. Correct the false sentences.

KEY PHRASES

What's the score?
It's 3–3 (three all).
It's 1–0 (one-nil) to ...
I think it'll be a draw.
I'm sure we'll win / lose.

- 1 The match started twenty-five minutes ago.
- 2 Andy was late because he was playing a computer game.
- 3 Liverpool didn't score first.
- 4 Liverpool are winning.
- 5 Paula doesn't think that Liverpool will win.

- 4  3.12 Listen and repeat the dialogue.

Paula What's the score?
Andy It's 2–1 to **Barcelona**.
Paula Who scored first?
Andy **Lyon** scored after **twenty-four** minutes.
Paula Really?
Andy Then **Barcelona** scored after **forty-three** minutes and again after **fifty-six** minutes. I'm sure **Barcelona** will win.
Paula I don't think so. I think it'll be a draw.



- 5 Change the **blue** words in exercise 4 using the information about one of the scores. Then practise your new dialogue with a partner.

LATEST SCORES

Chelsea	1–3	Real Madrid
Goals:	4	22, 34, 79 (minutes)
Lyon	1–2	Barcelona
Goals:	24	43, 56 (minutes)
Benfica	1–1	Dynamo Kiev
Goals:	42	64 (minutes)
Hamburg	2–2	Arsenal
Goals:	3, 52	19, 44 (minutes)

Extra listening and speaking unit 7

Talking about scores

Aims

- Learn key phrases for talking about scores.
- Listen to a conversation about scores.
- Practise talking about scores.

Warm-up

- With books closed, ask students: *Do you like watching sport on TV?*
- Ask what sports they like watching.
- Ask what was the last football match they watched on TV. Ask who was playing, and what the score was.

Exercise 1

- Students use their dictionaries to check the meaning of the words then complete the sentences.
- Check answers and model pronunciation of the words.

ANSWERS

- | | |
|---------|---------|
| 1 fan | 3 goal |
| 2 score | 4 match |

Exercise 2 3.11

- Refer students to the picture. Tell students they are going to listen to a conversation by people who are watching a match.
- Play the CD for students to listen, then ask which match Paula and Andy are watching.
- Elicit the answer, then write *Liverpool vs Roma* on the board. Point out that we use *vs* (*versus*) to mean 'against' when we are talking about football matches.

ANSWER

They are watching *Liverpool vs Roma*.

Exercise 3 3.11

- Read through the key phrases with the class, pointing out that we say *three all* (not 'three-three') and *one nil* (not 'one zero').
- Explain the meaning of *draw* if necessary.
- Allow time for students to read the sentences.
- Play the CD again. Students listen and correct the false sentences.
- Check answers.

ANSWERS

- 1 False (the match started 20 minutes ago).
- 2 True.
- 3 True.
- 4 False (it is a draw at the moment).
- 5 False (Paula thinks that Liverpool will win this match and the Champions League).

Exercise 4 3.12

- Play the CD once for students to listen to the dialogue and read it.
- Play the CD again for students to listen and repeat.

Exercise 5

- Students work in pairs to prepare their own dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again.

+ Optional activity: Speaking

Tell students they are going to tell their partner about a football match or other sports event that they watched recently. Tell them they should talk about:

- who was playing
- what happened and when
- what the final score was

Encourage students to give their opinions and say why they enjoyed it or didn't enjoy it.

Allow students time to prepare, and monitor and help with vocabulary while they are preparing.

Put students into pairs to tell each other about their match or sporting event. Ask some students to tell the class what they learned from their partner.

Artistic and cultural competence • Competence in social skills and citizenship

This activity will help your students to develop their own creative abilities. It will also help them to work appropriately in pairs.

Extra listening and speaking unit 8

Phoning a medical helpline

Aims

- Learn key phrases for phoning a medical helpline.
- Listen to a conversation about phoning a medical helpline.
- Practise phoning a medical helpline.

Warm-up

- With books closed, ask: *Have you ever had an accident? What happened?*
- Elicit some answers, then ask: *What do you do when someone has an accident?*
- Elicit some answers, then write *Medical helpline* on the board. Elicit that this is a helpline you can phone when you hurt yourself and need advice.

Exercise 1

- Students work in pairs to match the instructions with the pictures.
- Check answers.

ANSWERS

1 B 2 E 3 A 4 F 5 D 6 C

Exercise 2 3.21

- Play the CD.
- Students listen and say which instructions they hear.

ANSWERS

Put it under cold water.
Put some ice on it.
Take an aspirin.

Exercise 3 3.21

- Read through the key phrases with the class. Point out that we use the present perfect, not the past simple, when talking about injuries that happened very recently.
- Allow students time to read the questions.
- Play the CD again. Students listen and answer the questions individually, then compare their answers in pairs.
- Check answers.

ANSWERS

- 1 She has burnt her hand.
- 2 She was making lunch – she was taking some soup out of the microwave and it went on her hand.
- 3 It really hurts.
- 4 She's fallen over and bruised her knee.
- 5 She is going to play badminton.
- 6 She mustn't move her leg a lot.

Exercise 4 3.22

- Play the CD once for students to listen to the sentences. Point out that the difference between the present perfect and past simple forms is quite slight in spoken English.
- Play the CD again for students to listen and repeat.

ANSWERS

- 1 I've bruised it.
- 2 I bruised it.
- 3 She's burnt it.
- 4 She burnt it.
- 5 You cut it.
- 6 You've cut it.

Exercise 5 3.23

- Play the CD once for students to listen to the dialogue and read it.
- Play the CD again for students to listen and repeat.

Exercise 6

- Students work in pairs to refer to prepare their own dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again.

+ Optional activity: Speaking

Play a miming game to practise the key phrases. Demonstrate the activity by miming an injury and asking students what you have done. Elicit the answer, for example: *You've cut your finger*. Only accept the answer if the student uses the correct present perfect form.

Say: *I'm not sure what to do*. Elicit advice from students, making sure that they use the correct phrases *You need to ...* or *You mustn't ...*

Ask students to close their books, then ask a confident student to come to the front of the class and mime an injury. Award a point to the first student to identify the injury, using the correct present perfect form. Award a point to the first student to give good advice, using one of the key phrases.

Repeat the activity with five or six students, then see which student has the most points.

Artistic and cultural competence • Competence in linguistic communication

This activity will help your students to develop their own creative abilities. It will also help them to understand and apply language rules.

+ Extra listening and speaking unit 8

Phoning a medical helpline

1 Match the instructions with pictures A–F.

- 1 Put some ice on it.
- 2 Put it under cold water.
- 3 Clean it.
- 4 Put a bandage on it.
- 5 Put a plaster on it.
- 6 Take an aspirin.



2 3.21 Listen to two phone calls to a medical helpline. Which instructions from exercise 1 do you hear?

3 3.21 Study the key phrases. Then listen to the phone calls again and answer the questions.

KEY PHRASES

Can I take your name, please?
How can I help you?
I've burnt / bruised / cut my ...
You need to ...
You mustn't ...
Thanks for your help.

- 1 What has Lisa done?
- 2 How did she do it?
- 3 How does her hand feel now?
- 4 What has Robert's mum done?
- 5 What is her plan for tonight?
- 6 What mustn't she do?

4 3.22 Listen and write the sentences. Then listen and repeat.

5 3.23 Listen and repeat the dialogue.

Operator Medical Direct. Can I take your name, please?
Clare Yes, it's Clare Mason.
Operator OK, Clare, how can I help you?
Clare Well, I've cut my finger and I'm not sure what to do.
Operator First, put your finger under cold water.
Clare OK, and then what?
Operator Then put a plaster on your finger.
Clare OK, I'll do that. Thanks for your help.
Operator You're welcome. Bye.

6 Change the blue words in exercise 5 using your own ideas and the instructions in exercise 1. Then practise your new dialogue with a partner.

+ Curriculum extra unit 1

Technology: Advertising

- 1 Check the meaning of the words in the box. Then complete the text.

brand company essential non-essential

- 2  1.13 Read and listen to the text. Check your answers to exercise 1.



Why do we buy?

Every day, people buy products from shops, markets or the internet. Some products are essential, but others aren't. An (1) ... product is something that we need, for example, basic food. A (2) ... product is something that we want, but isn't always necessary, like clothes with designer labels or a new mobile phone.

Advertising is very important for non-essential products. For example, these days most people have got a mobile phone. A mobile phone company uses advertising to make people change their phone and buy a new one. Advertising also makes people choose a particular (3) When people buy a new pair of trainers, for example, they often choose a brand. It's very important for a (4) ... to make their brand popular with advertising.

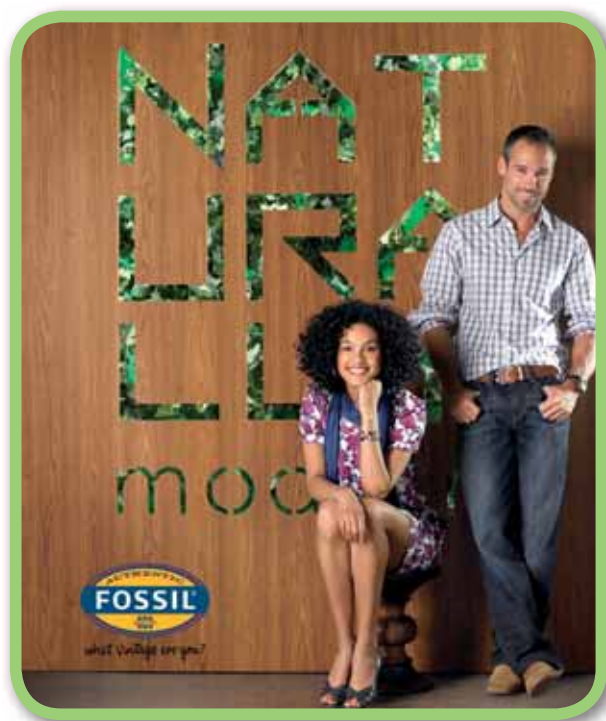
Look at the advert for Tommy Hilfiger glasses. The people look attractive and cool. But is it the advert, the product, or the brand which is attractive? A lot of people buy the product because they like the brand, even if there are similar, cheaper glasses!

- 3 Read the text again and write *true* or *false*. Correct the false sentences.

- 1 An essential product is something that we need to buy.
- 2 It isn't necessary to advertise a non-essential product.
- 3 It isn't important for companies to have a popular brand.
- 4 People sometimes buy products because they like the brand.

- 4 Look at the advert and answer the questions.

- 1 What do you think the product is?
- 2 Do you know any famous brands for this product? What are they?
- 3 Is the product essential?
- 4 Do you want to buy the product? Why / Why not?



Curriculum extra unit 1

Technology: Advertising

Aims

- Learn vocabulary of advertising.
- Read a text about advertising.
- Practise talking about an advert.

Warm-up

- With books closed, ask students what their favourite advert is on TV.
- Elicit some ideas, and ask students why they like those particular adverts.
- Ask if they think adverts influence them and encourage them to buy things.

Exercise 1

- Refer students to the text and ask them to read it quickly and say which products are mentioned (mobile phones, sunglasses, and trainers).
- Students check the meaning of the words in their dictionaries, then complete the text.

ANSWERS

- | | |
|-----------------|-----------|
| 1 essential | 3 brand |
| 2 non-essential | 4 company |

Exercise 2 1.13

- Play the CD. Students listen and read the text, and check their answers to exercise 1.

Exercise 3

- Students read the text again and decide if the sentences are true or false. Remind them to correct the false sentences.
- Check answers with the class, then ask students if they would buy the sunglasses in the advert.

ANSWERS

- 1 True.
- 2 False (advertising is very important for non-essential products).
- 3 False (it is very important for companies to make their brand popular with advertising).
- 4 True.

Exercise 4

- Ask students to prepare their answers individually, then discuss the questions in pairs.
- Elicit some answers from individual students.

ANSWERS

- 1 It is clothes.
- 2–4 Students' own answers.

+ Optional activity: Speaking

Put students into groups of three and tell them they are going to create a TV advert in English. Tell them they can make up their own advert, or use ideas from adverts they have seen on TV in their own country. Tell them that they need to write a script for their advert, and think about what will happen.

Tell students they will perform the advert for the class in the next lesson, and can bring in props to help them. Monitor while students are preparing their scripts, and help with vocabulary if necessary.

In the next lesson, allow students time to rehearse their adverts in their groups, then ask groups to perform their advert for the class. You could get the class to vote for the best one.

Autonomy and personal initiative • Competence in social skills and citizenship

This activity will help your students to develop their own creative abilities and use personal resources to complete tasks. It will also help them to work appropriately in groups.

Further practice

➡ Teacher's Resource Book pages 76–77

Curriculum extra unit 2

Language and literature: Poetry

Aims

- Read a poem.
- Learn vocabulary for talking about poems.
- Learn about metaphors and practise thinking of metaphors.
- Write a poem.

Warm-up

- Ask students if they know any poems in their own language or in English. Ask if they enjoy reading poems and why.
- Ask what makes a text a poem. Elicit the words *rhyme* and *verse*.
- Tell students they are going to read a poem in English.

Exercise 1

- Students work in pairs to read the poem and answer the questions.
- Check answers with the class.

ANSWERS

- 1 There are seven verses.
- 2 No.
- 3 No.

Exercise 2 1.29

- Play the CD. Students listen and read the poem again.
- Ask students where the writer lives.

ANSWER

The writer lives in a house.

Exercise 3

- Students work individually to read the lines of the poem and decide if the sentences are true or false.
- Ask students to compare their answers in pairs.
- Check answers with the class, and make sure that students understand the meaning of *metaphor*.

ANSWERS

- | | |
|----------|----------|
| 1 False. | 4 False. |
| 2 False. | 5 True. |
| 3 True. | |

Exercise 4

- Ask students to work in pairs to find five more metaphors in the poem.
- Elicit answers from individual students.

ANSWERS

My home is a school	My home is a castle
My home is a city	My home is a mountain
My home is a café	

Exercise 5

- Read the ideas in the box with the class and elicit one or two metaphors from the class.
- Ask students to work in pairs to think of some more metaphors.
- Students then write their poems individually. Point out that students can use rhyme if they like, but lines in a poem do not have to rhyme.
- Ask students to compare their poems in pairs, and ask some students to read their poems to the class.

ANSWERS

Students' own answers.

+ Optional activity: Speaking

For homework, ask students to find information about a British poet. They could use Wikipedia, which has a list of British poets, or other online resources.

Ask them to write a few sentences about the poet's life, and choose a verse from one of their poems to talk about, saying what it is about, if it rhymes, if it has metaphors, etc.

In the next lesson, put students into groups of four to tell each other about the poet they chose and their poem.

Monitor while students are working, then ask some students to report back on which poet and poem in their group they liked best, and why.

Competence in processing information and use of ICT, social skills and citizenship

This activity will help your students to understand the nature, role and opportunities of ICT in everyday contexts, including searching for, collecting and processing information. It will also help them to work appropriately in groups.

Further practice

→ Teacher's Resource Book pages 78–79

+ Curriculum extra unit 2

Language and literature: Poetry

1 Read the poem and answer the questions.

- 1 How many verses are there?
- 2 Has each line got the same number of syllables?
- 3 Do the words at the end of each line rhyme?

2  1.29 Read the poem again and listen. Where does the writer live: in a house, a castle, or a school?

My home

My home is a house,
But it is so much more.

My home is a school,
Where I can learn and grow.

My home is a city,
Full of noise and light.

My home is a café,
Sweet and warm.

My home is a castle,
Safe from attack.

My home is a forest,
Where no one can see me.

My home is a mountain,
It will be there forever.



3 Read the lines from the poem below and write *true* or *false*.

*My home is a forest,
Where no one can see me.*

- 1 The author lives in a forest.
- 2 The author has trees in his / her home.
- 3 The author can be alone in his / her home.
- 4 This is a fact.
- 5 This is a metaphor.

4 Find five other metaphors in the poem. Which of them are true for your home?

5 Think of some metaphors about life. Use the ideas in the box or your own ideas. Then write your own poem.

a road a forest a tunnel a party
a journey a lesson a river an ocean

Life

*Life is a journey.
Every day is a new place.*

+ Curriculum extra unit 3

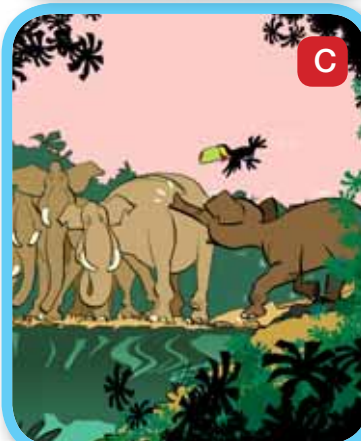
Language and literature: Folk stories

- 1  1.42 Look at the pictures A–D and put them in the correct order. Then read and listen to the story and check your answers.

The bird and the elephant

One day a colourful bird saw a young elephant. There weren't any other elephants around, and the elephant was lonely and upset. Suddenly, the bird knew what the problem was. The elephant was lost. The bird flew high into the sky and looked for the other elephants. The bird saw them near a river and went back to the young elephant. 'Come with me!' the bird said. The bird flew in front and the elephant followed. Finally, the elephant joined the others near the river and the bird left.

Twenty years later, the elephant was in a different part of the jungle and saw a man with a bird in his net. The bird was old, but was still beautiful and colourful. Suddenly, the elephant recognized the bird. The elephant ran towards the man and made a loud noise. The man dropped the net in surprise, and the bird was free. 'Why did you help me?' the bird asked. 'Because I never forget my friends,' said the elephant.



- 2 Read the story again and answer the questions.

- 1 Why was the elephant upset?
- 2 How did the bird help the elephant?
- 3 Why did the elephant help the bird?
- 4 Folk stories have often got a moral. Choose the best moral for this story.
 - a Help someone and they'll help you.
 - b Animals always help each other.
 - c Birds have got good memories.

- 3 Read the information and complete the sentences with *first person* and *third person*.

Most stories have a first person narrator or a third person narrator.

- A (1) ... narrator is one of the characters, and participates in the story.
- A (2) ... narrator tells the story, but doesn't participate in it.

- 4 Imagine that you are the bird in the story. Make the necessary changes and retell the first paragraph of the story as a first person narrator.

'One day I saw a young elephant. There weren't ...'

Curriculum extra unit 3

Language and literature: Folk stories

Aims

- Read a folk story.
- Learn about first person and third person narrators.
- Practise writing a story as a first person narrator.

Warm-up

- With books closed, ask students what kind of stories they enjoy reading.
- Elicit some answers, then write *folk story* on the board. Ask students if they have read any folk stories. Elicit the names of some folk stories that students know.
- Tell students they are going to read a folk story in English.

Exercise 1 1.42

- Students work in pairs to put the pictures in the correct order.
- Play the CD. Students read and listen to the story, and check their answers.
- Check answers with the class.

ANSWERS

1 D 2 C 3 B 4 A

Exercise 2

- Students read the story again and answer the questions.
- Check answers with the class.

ANSWERS

- 1 There weren't any other elephants around – the elephant was lonely.
- 2 The bird flew in front of the elephant to guide it to the other elephants.
- 3 The bird had helped the elephant long ago and the elephant never forgets its friends.
- 4 a

Exercise 3

- Read the information with the class.
- Students complete the sentences.
- Check answers with the class, and check that students understand the terms *first person narrator* and *third person narrator*. Refer students back to the folk story in exercise 1 and ask whether it has a first person or third person narrator (third person).

ANSWERS

- 1 first person 2 third person

Exercise 4

- Read the instruction and the first line of the story with the class.
- Students rewrite the first paragraph of the story.

ANSWERS

Students' own answers.

+ Optional activity: Writing

For homework, ask students to write their own folk story in English. Tell them it can be an English version of a folk story in their language, or one that they make up themselves. Students might like to illustrate their stories with artwork.

In the next lesson, collect up the stories and pin them on the wall or arrange them on desks around the class. Allow students to move around the classroom and read them all.

Ask students which were their favourite stories, and why.

Alternatively, if students are not confident about writing a story, suggest that they search online for *Aesop's Fables*. There are many short fables available online, which students can download and then adapt or rewrite and illustrate.

Artistic and cultural competence

This activity will help your students to produce different types of texts and simulations, understanding the cultural significance of the genre. It will also help them to develop their own creative abilities.

Further practice

⇨ Teacher's Resource Book pages 80–81

Curriculum extra unit 4

Natural science: Geological formations

Aims

- Learn vocabulary of rivers and rocks.
- Read a text about the course of a river.

Warm-up

- With books closed, write the word *river* on the board. Ask students what rivers there are in their region.
- Ask students what they know about the rivers in their region, for example where they start and where they end.
- Elicit some ideas but don't confirm or reject any at this stage.

Exercise 1

- Students work individually to check the meaning of the words in their dictionaries and match them with 1–6 on the diagram. Students read the text and check their answers.
- Check answers with the class and check that students understand the words, for example by asking them to translate them into their own language.
- Model and drill pronunciation of the words.

ANSWERS

- | | |
|-------------|-----------|
| 1 source | 4 meander |
| 2 waterfall | 5 estuary |
| 3 valley | 6 mouth |

Exercise 2 2.14

- Play the CD and ask students to listen and read the text.
- Allow students time to read the questions. Explain the word *erosion* if necessary.
- Ask them to read the text again and answer the questions.
- Ask students to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 Steep.
- 2 The water travelling fast through the valley, and the rocks it carries.
- 3 The water is salty.
- 4 Where the river travels into the sea.

Exercise 3

- Students find the words in the text and match them with the definitions.
- Check answers with the class.

ANSWERS

- 1 c 2 d 3 b 4 a

+ Optional activity: Writing

For homework, ask students to choose one of the features that they have learned about in this activity, for example valleys, meanders, waterfalls, erosion.

Ask them to look online and find photographs of three different examples of their feature, in different countries. Ask them to find a bit of information to go with each picture, for example the name and length of the river, the height of the waterfall, etc. Tell them to write this information down on a separate sheet of paper.

Ask students to bring their three pictures to the next lesson, with a list of the three countries in which their features are found.

In the next lesson, put students into groups of four. Ask them to show the group their three photographs and the list of countries in which their features occur. The group should try to match the countries with the photographs. Each student should then tell the group whether their guesses were correct, and should tell them the information they found out about the features in their photographs.

Competence in processing information and use of ICT, social skills and citizenship

This activity will help your students to understand the nature, role and opportunities of ICT in everyday contexts, including searching for, collecting and processing information. It will also help them to work appropriately in groups.

Further practice

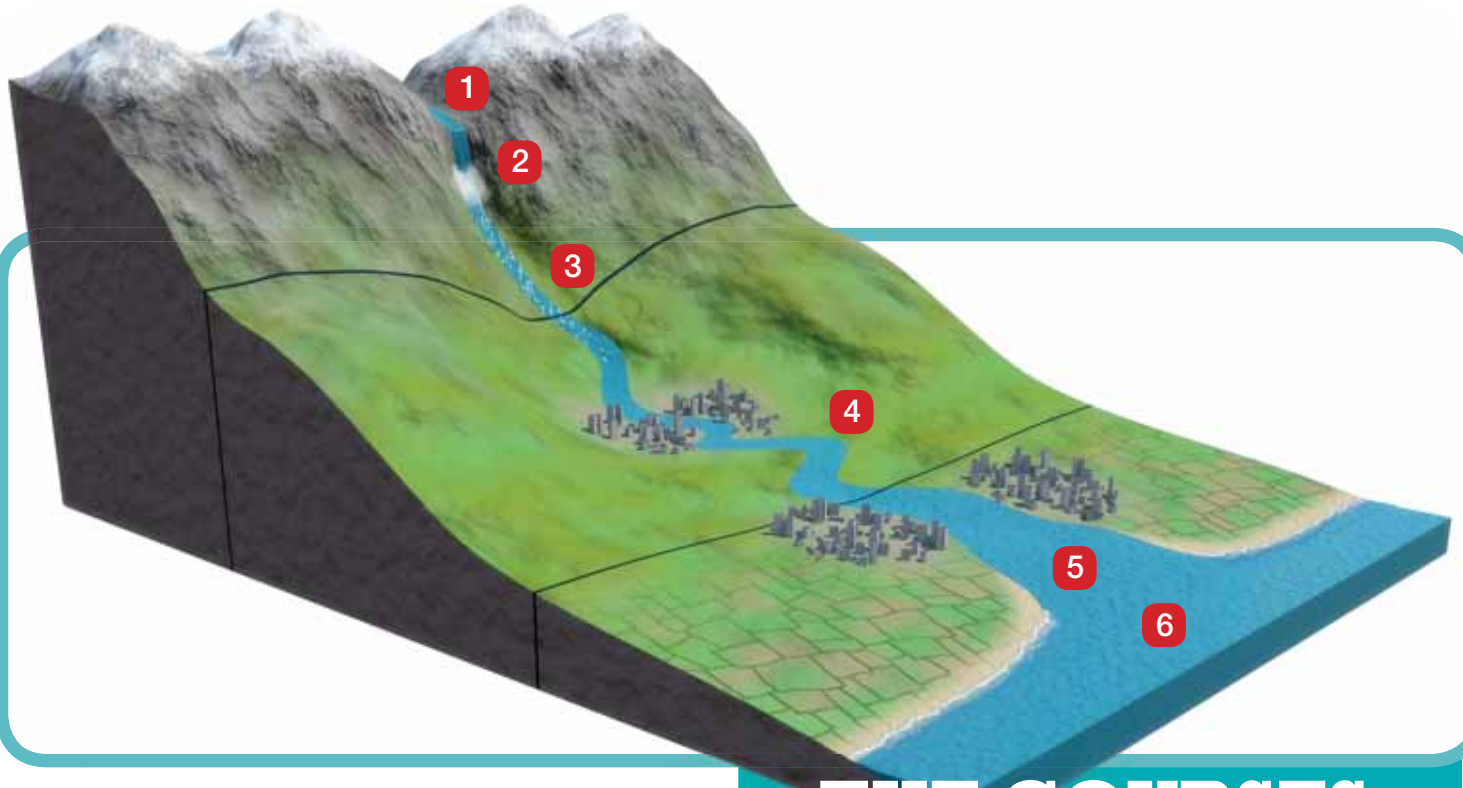
- ⇒ Teacher's Resource Book pages 82–83
- ⇒ DVD, unit 4

+ Curriculum extra unit 4

Natural science: Geological formations

- 1 Check the meaning of the words in the box. Then match them with 1–6 on the diagram. Read the text and check your answers.

mouth waterfall valley estuary meander source



- 2 2.14 Read and listen to the text. Answer the questions.

- 1 What adjective describes a valley in the upper course?
- 2 What causes erosion?
- 3 How is the water different in the lower course?
- 4 Where is the mouth of the river?

- 3 Match the words from the text with the definitions.

- | | |
|---------|---|
| 1 steep | a a long way from one side to the other |
| 2 rocks | b with no hills |
| 3 flat | c with a hill which goes up quickly |
| 4 wide | d large stones |

THE COURSES OF A RIVER

The source of a river is in the mountains. The river starts here and the water travels very fast through a steep valley. It carries big rocks and this causes erosion. There are often waterfalls in the upper course of a river.

The water travels more slowly in the middle course. It still carries rocks and other material, but they are smaller than in the upper course. The valley is less steep, and erosion forms curves in the river called meanders.

In the lower course, the river travels across flat land towards the coast. Near the coast, the river becomes very wide, and the water becomes salty. This is called an estuary. Finally, the water travels into the sea at the river mouth.

+ Curriculum extra unit 5

Natural science: Adapting to the environment

1 2.30 Read and listen to the text. Then match the **blue** words in the text with definitions 1–5.

- | | |
|---------------------------------|----------|
| 1 produce young animals | 4 eat |
| 2 place where an animal lives | 5 change |
| 3 move to another place to live | |

Animal migration

Animals adapt to their environment in different ways. Some change their appearance, for example arctic foxes, which become white in the winter. Others, such as cobras, produce substances like venom, to help them **feed**. However, some animals **adapt** in a different way – they travel thousands of miles to a different **habitat**. This is called migration. Animals **migrate** for different reasons. Some, such as salmon, travel from the ocean to rivers to **breed**, because it's safer for their young there. Others, such as monarch butterflies, migrate south to spend the winter in a warmer habitat. Migration is one of the most amazing phenomena in the animal kingdom.



2 2.31 Look at the map. Then listen and choose the correct migration route for the grey whale and the arctic tern.



Grey whale



Arctic tern

3 2.31 Listen again and complete the table.

Animal	Migrates from	Migrates to	Distance	Time of journey
Grey whale	(1) ...	Pacific Ocean, Mexico	9,000 kilometres	(2) ... months
Arctic tern	Shetland	(3) ...	(4) ... kilometres	2–3 months

Curriculum extra unit 5

Natural sciences: Adapting to the environment

Aims

- Learn vocabulary for talking about animal adaptations.
- Read a text about animal adaptations.
- Practise talking about animal adaptations.

Warm-up

- With books closed, write *polar bear* and *camel* on the board.
- Check that students understand the words, then ask where these animals live. Ask why polar bears are able to live in very cold conditions.
- Elicit some ideas, then write the word *adapt* on the board. Ask how camels have adapted to living in very hot, dry conditions.
- Ask students what other examples they know of how animals have adapted to their environment.

Exercise 1 2.30

- Refer students to the pictures and elicit or teach the names of the animals (Arctic fox, snake, salmon, butterfly).
- Play the CD and ask students to listen and read the text.
- Students match the words with the definitions.
- Check answers, and make sure that students understand the meaning of the blue words, for example by asking them to translate them into their own language.

ANSWERS

- | | |
|-----------|---------|
| 1 breed | 4 feed |
| 2 habitat | 5 adapt |
| 3 migrate | |

Exercise 2 2.31

- Focus on the map and the pictures. Model pronunciation of *grey whale* and *Arctic tern*.
- Play the CD and ask students to read and listen, and choose the correct migration routes.
- Check answers with the class.

ANSWERS

Grey whale – route b
Arctic tern – route c

Exercise 3 2.31

- Allow time for students to read the table.
- Play the CD again and ask students to listen and complete the table.
- Ask students to compare answers in pairs, then check answers with the class.

ANSWERS

- | | |
|----------------------|-------------|
| 1 Bering Sea, Arctic | 3 Antarctic |
| 2 3 | 4 20,000 |

+ Optional activity: Speaking

For homework, ask students to find information about another animal that has adapted to its environment. Ask them to write a few sentences about the animal, without writing its name.

In the next lesson, put students into groups of four. Explain that they should take it in turns to read their sentences to the group. The group must then guess the animal. Tell students that the group are allowed to ask five questions before they make their guess. At the end, ask which group managed to guess all four animals.

Autonomy and personal initiative • Competence in social skills and citizenship

This activity will help your students to develop initiatives and take decisions when planning and carrying out tasks. It will also help them to work appropriately in groups.

Further practice

- ⇒ Teacher's Resource Book pages 84–85
- ⇒ DVD, unit 5

Curriculum extra unit 6

Maths: Statistics and charts

Aims

- Learn vocabulary for talking about statistics and charts.
- Read a report about a survey.
- Practise interpreting data and drawing charts.

Warm-up

- With books closed, ask students who watches a popular TV programme, for example: *Who watches Big Brother on TV?* Ask students to put their hands up, and do a quick count of numbers who do and don't watch.
- Do the same thing with two more programmes, and write the numbers on the board.
- Explain to students that you have just carried out a survey to see which TV programmes they watch. Ask how you can show the numbers you have collected.
- Elicit some ideas about graphs and charts, but don't confirm or reject any at this stage.

Exercise 1

- Students check the meaning of the words in their dictionaries, then match them with a–c.
- Check answers.

ANSWERS

a data
b pie chart
c bar chart

Exercise 2

- Students study the report and charts and decide if the sentences are true or false. Remind them to correct the false sentences.
- Check answers.

ANSWERS

- 1 False (there are 800).
- 2 True.
- 3 False (between 50 and 100 students eat 5 or more).
- 4 False.
- 5 True.
- 6 False (most eat 5–6 bars a week).

Exercise 3

- Students work in pairs to draw a bar chart for the data.
- Check answers by asking some students to come and draw their chart on the board.

ANSWERS

Students' own answers.

Exercise 4

- Ask students to write their sentences individually.
- Students work in pairs to read their sentences to each other and say whether their partner's sentences are true or false.

ANSWERS

Students' own answers.

+ Optional activity: Writing

Tell students they are going to conduct a class healthy eating survey. First, as a class, brainstorm 3 or 4 questions to ask in the survey. For example:

- 1 How many bars of chocolate do you eat each week?
0 / 1–2 / 3–4 / 5–6 / 7 or more
- 2 How many portions of fast food do you eat each month? 0 / 1–2 / 3–4 / 5–6 / 7 or more
- 3 How many portions of fresh fruit do you eat each week?
0 / 1–2 / 3–4 / 5–6 / 7 or more
- 4 How many fizzy drinks do you drink each week?
0 / 1–2 / 3–4 / 5–6 / 7 or more

Ask the questions of the class and ask students to note down the numbers for each answer.

Put students into pairs to draw charts to represent the data. Ask them to write a brief report about the survey, describing the findings.

You could pin students' reports and charts on the classroom wall.

Competence in linguistic communication, social skills and citizenship

This activity will help your students to understand and apply language rules. It will also help them to work appropriately in pairs.

Further practice

⇐ Teacher's Resource Book pages 86–87

+ Curriculum extra unit 6

Maths: Statistics and charts

- 1 Check the meaning of the words in the box and match them with a–c in the charts.

bar chart data pie chart

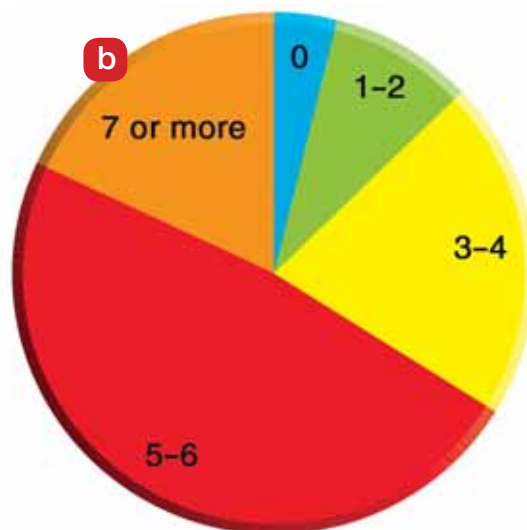
a

Healthy eating survey

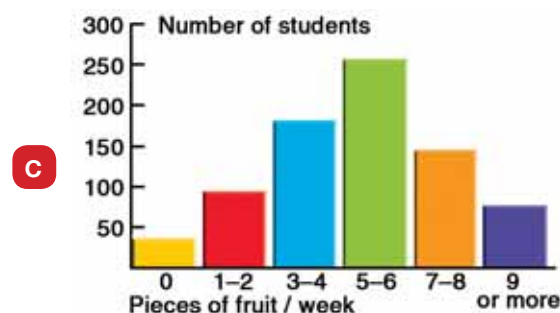
We did a survey about healthy eating in my school. We asked all the students how many chocolate bars and pieces of fruit they eat each week. We recorded the data in different charts. These are the results.

Bars of chocolate / week	Number of students
0	32
1-2	72
3-4	168
5-6	384
7 or more	144

Pieces of fruit / week	Number of students
0	38



Number of chocolate bars / week



- 2 Study the report and charts and write *true* or *false* for 1–6. Correct the false sentences.

- There are 900 students in the school.
- More than 150 students eat 3–4 pieces of fruit each week.
- Nobody eats nine or more pieces of fruit each week.
- More than half of the students in the school eat 5–6 pieces of fruit each week.
- More students eat 3–4 bars of chocolate a week than 1–2 bars.
- Most students don't eat any bars of chocolate.

- 3 Draw a bar chart for the data below.

Portions of fast food / month	Number of students
0	0
1-2	45
3-4	360
5-6	275
7 or more	120

- 4 Write *true* or *false* sentences about your chart. Then test your partner.

Curriculum extra unit 7

Natural science: Average speed

1 Read the text and answer the questions.

In Speedway, there are four competitors. They must drive around the circuit 4 times. The circuit is 300 metres long. The table below shows the time in seconds that it took four riders to complete each lap*.

*lap = one completed circuit

	Lap 1	Lap 2	Lap 3	Lap 4	Total number of seconds
Adams	15	14	18	16	63
Gollob	16	16	23	18	73
Olsen	19	15	13	17	64
Crump	19	21	20	18	78

- 1 Who had the fastest lap?
- 2 Who had the slowest lap?
- 3 Who finished first?
- 4 Who finished last?



2 Check the meaning of the words in the box. Then read the information and answer the questions.

distance time average speed calculate equation

The winner of the race is the person who has the fastest average speed. To calculate average speed, you need the following equation:

$$\frac{\text{distance}}{\text{time}} = \text{average speed}$$

Distance: A lap was 300 metres long. $4 \times 300 \text{ metres} = 1,200 \text{ metres}$.

Time: Adams completed the 1,200 metres in 63 seconds.

So, Adams's average speed: $\frac{1,200}{63} = 19.05 \text{ metres per second (m/s)}$.

To calculate average speed in kilometres per hour, use this equation:

Average speed in metres per second (m/s) $\times 3.6 =$ average speed in kilometres per hour (km/h).

- 1 Look again at the table in exercise 1. Calculate the average speed of Gollob, Olsen and Crump in m/s.
- 2 Now calculate the average speed of all the riders in km/h.

3 Read the sentences and find each average speed in km/h.

Record breakers!

- 1 In 2003 Paula Radcliffe completed the London Marathon in 2 hours, 15 minutes, 25 seconds (2.26 hours). The marathon was 42.19 kilometres.
- 2 In 1999 Lance Armstrong completed the Tour de France in 91 hours, 32 minutes, 16 seconds (91.54 hours). The Tour de France was 3,870 kilometres.
- 3 In 2008 Usain Bolt ran 100 metres in 9.69 seconds.
- 4 In 2008 Ronald Schoeman swam 50 metres in 20.64 seconds.



Curriculum extra unit 7

Natural science: Average speed

Aims

- Learn vocabulary for talking about average speed.
- Read statistics about average speed.
- Practise calculating average speed in English.

Warm-up

- With books closed, ask students some questions about journey distances and times. For example: *How far is it from Madrid to Barcelona? How long does it take by train? How far is it from here to the next town? How long does it take to drive?*
- Write some of their answers on the board, then focus on some of the figures of distance and time and ask: *What is the average speed for this journey?*
- Elicit some answers, but don't confirm or reject any at this stage.

Exercise 1

- Focus on the picture and tell students that this kind of racing is called Speedway.
- Read the instructions with the class and make sure that students understand the word *lap*.
- Students study the table and answer the questions.
- Check answers.

ANSWERS

- | | |
|----------|---------|
| 1 Olsen | 3 Adams |
| 2 Gollob | 4 Crump |

Exercise 2

- Allow students time to check the meaning of the words in their dictionaries.
- Read the information with the class.
- Point out the way of reading *distance / time* (distance over time), *m/s* (metres per second), *x 3.6* (times three point six) and *km/h* (kilometres per hour).
- Students work in pairs to answer the questions.
- Check answers.

ANSWERS

- | |
|--|
| 1 Gollob – 16.44, Olsen – 18.75, Crump – 15.38 |
| 2 Gollob – 59.18, Olsen – 67.5, Crump – 55.37 |

Exercise 3

- Students work in pairs to read the sentences and find the average speeds. For sentences 1 and 2, students need to use the calculation in box 1 in exercise 2. For sentences 3 and 4, students need to use the calculations in boxes 1 and 2 in exercise 2.
- Check answers by asking students to read out their answers, making sure that they read them correctly.

ANSWERS

- | | |
|---------|---------|
| 1 18.67 | 3 37.15 |
| 2 42.28 | 4 8.71 |

+ Optional activity: Speaking

Play a game to give students more practice of calculating average speeds.

Ask students to work individually to write a sum for calculating average speed. For example: *I come to school by bus each day. I travel 6 kilometres, and it takes 15 minutes.*

Ask students to calculate the answer to their sum, but keep it secret.

Divide the class into two teams. Ask a student from first one team then the other to read out their sum. Their team mates have 30 seconds to give the correct answer and get a point. If they do not produce the correct answer within this time, the other team can calculate the answer and get an extra point.

When all students have read out their sums, see which team has the most points!

Competence in linguistic communication

This activity will help your students to understand and apply language rules.

Further practice

⇒ Teacher's Resource Book pages 88–89

Curriculum extra unit 8

Language and literature: Stories

Aims

- Learn vocabulary for talking about stories.
- Read a story.

Warm-up

- With books closed, ask students if they enjoy reading stories. Ask what stories they are reading at the moment.
- Ask what they think makes a good story, for example what makes a story exciting.

Exercise 1

- Allow students time to check the meaning of the words in their dictionaries.
- Check that students understand the words, and model pronunciation of them.
- Focus on the picture and ask students to discuss in pairs which words they think will be in the story.

ANSWERS

Students' own answers.

Exercise 2 3.24

- Play the CD.
- Students listen and read the story, and check their answers to exercise 1.
- Point out the name of the author, and ask students if they have read this story.

ANSWERS

castle, coach, wolves, howl

Exercise 3

- Students work in pairs to do the matching task.
- Check answers, and ask students which of the three types of writing they enjoy the most and find the most exciting.

ANSWERS

1 C 2 A 3 B

Exercise 4

- Ask students to find more examples of the three types of writing in the text.

ANSWERS

Students' own answers.

+ Optional activity: Writing

Elicit that the story uses a first person narrative. Ask students what they think the inside of the castle will be like. Elicit some ideas and write useful vocabulary on the board. Ask students what they think will happen when the man goes into the castle. Elicit some ideas and write useful vocabulary on the board. Ask what they think Count Dracula will say to him.

Ask students to read the story again and write the next paragraph, using a mixture of description, narration and dialogue.

Ask students to compare their answers, then ask some students to read their paragraphs to the class. You could ask the class to vote for the best one.

Alternatively, for homework ask students to find information about Bram Stoker and write a short paragraph about his life and work.

Artistic and cultural competence

This activity will help your students to develop their own creative abilities. It will also help them to produce different types of text and simulation and show understanding of the cultural significance of the genre.

Further practice

⇌ Teacher's Resource Book pages 90–91

+ Curriculum extra unit 8

Language and literature: Stories

- 1 Check the meaning of the words in the box. Then look at the picture and predict which words will appear in the text.

wolves bears castle cottage
howl roar coach train taxi

- 2  3.24 Read and listen to the text. Check your answers to exercise 1.

- 3 Read the information. Then match 1–3 with extracts A–C.

1 Description: what you can see, hear or feel

2 Narration: what happens

3 Dialogue: what people say

A I arrived at a little town called Bistritz.

B ‘Where are you going?’ they asked me.

C There were mountains, trees and rivers everywhere.

- 4 Find some more examples of narration, description and dialogue in the text.

Dracula

Bram Stoker

Chapter 1

And so, on 4th May I arrived at a little town called Bistritz. Transylvania was a strange and beautiful place. There were mountains, trees and rivers everywhere. And somewhere high in the mountains was the Count’s home, Castle Dracula. I had six hours to wait before the coach came to take me there, so I went into a little hotel. Inside the hotel it was warm and friendly. The people there were all laughing and talking.

‘Where are you going?’ they asked me.

‘To Castle Dracula,’ I replied.

Suddenly the room was silent and everyone turned to look at me. I could not understand why they all looked afraid.

‘Don’t go there,’ someone said.

‘But I have to,’ I answered. ‘It’s business.’

They began to talk again, but they were no longer laughing.

The coach arrived, and we travelled up into the mountains. Higher and higher it went, faster and faster. The sun was bright, but above the trees there was snow on the mountain tops. Then suddenly the sun went behind the mountains and everywhere was dark. In the forest around us, the wolves were howling. It was a terrible sound.

Suddenly the coach stopped. A small carriage came down the narrow road on the right. Four black horses were pulling it, and the driver was dressed in black, with a black hat pulled down over his face.

‘Where’s the Englishman?’ he called. ‘I’ve come from Castle Dracula!’

He looked strange, standing there in the moonlight, and suddenly I was afraid. But it was too late. I could not go back now.



+ Curriculum extra unit 9

Citizenship: Living together

1 Match sentences 1–3 with photos A–C in the text.

- 1 There's too much traffic in towns and cities.
- 2 There's a lot for teenagers to do in their free time.
- 3 There's a lot of litter on the streets.

2 3.36 Check the meaning of the words in the box and complete the text. Then listen and check your answers.

residents neighbours facilities local council
block of flats neighbourhoods

3 Read the text again and answer the questions.

- 1 What does a local council do?
- 2 What shouldn't people do at home?
- 3 What shouldn't people do in their neighbourhood?
- 4 How can a local council reduce the number of cars in a town?
- 5 How can people create a nicer neighbourhood?

A nice neighbourhood

A (1) ... is responsible for the roads, street lights, public transport, parks, and a lot of other services for the people who live in a town. Its objective is to make the different (2) ... safe and pleasant places to live. However, as well as the local council, the local (3) ... also have responsibility, if they want to live in a nice place.



When people are at home, especially if they live in a (4) ... , they should consider their (5) They shouldn't play loud music or have noisy animals. People should also respect their local neighbourhood. They shouldn't drop litter in the streets or write graffiti on signs and public buildings.

A local council often creates (6) ... in response to a problem in its area. For example, if there is a lot of traffic in a town, the council can organize more public transport. If young people skateboard dangerously on the streets, the council can build a skateboard park. If the local council and the residents work together, they can create a nicer, happier neighbourhood.



Curriculum extra unit 9

Citizenship: Living together

Aims

- Learn vocabulary for talking about towns and cities.
- Read a text about a neighbourhood.
- Listen to people talking about problems between people.
- Talk about improving situations and solving problems.

Warm-up

- With books closed, ask students to describe the town or city where they live.
- Ask if there are things for young people to do.
- Ask what problems there are in their town or city.
- Ask who they think should solve these problems.

Exercise 1

- Students work in pairs to match the sentences with the photos.
- Check answers.

ANSWERS

- 1 A
- 2 C
- 3 B

Exercise 2 3.36

- Read through the list of words with the class, modelling the pronunciation.
- Allow students time to check the meaning of the words in their dictionaries.
- Students read the text and complete it with the words.
- Play the CD. Ask students to read and listen to the text and check their answers.

ANSWERS

- | | |
|------------------|------------------|
| 1 local council | 4 block of flats |
| 2 neighbourhoods | 5 neighbours |
| 3 residents | 6 facilities |

Exercise 3

- Allow students time to read the questions.
- Students read the text again and answer the questions.
- Check answers with the class.

ANSWERS

- 1 A local council is responsible for the roads, street lights, public transport, parks and other services in a town.
- 2 They shouldn't play loud music or have noisy animals.
- 3 They shouldn't drop litter or write graffiti on signs and public buildings.
- 4 They can organize more public transport.
- 5 By working together with the council.

Exercise 4

- Focus on the picture and ask students to discuss in pairs what problems they can see.
- Elicit some answers from the whole class.
- Ask students if any of these problems exist in their town or city.

SUGGESTED ANSWERS

There is noise.

There is rubbish in the hall.

There is a baby crying.

The older man can't sleep.

There is a bin under the windows that smells horrible.

Exercise 5 3.37

- Refer students to the picture again and tell them that they are going to listen to three of these people talking.
- Play the CD. Students listen and identify the people who are speaking.

ANSWERS

An old man (room 7), Johnny (room 8), and Johnny's mum (room 3).

Exercise 6 3.37

- Allow students to read the opinions. Explain to students that the people do not necessarily express these opinions directly, but they must guess who is likely to have each opinion.
- Play the CD again. Students listen and write the name for each opinion.
- Ask students to compare their answers in pairs, then check answers with the class.

ANSWERS

- | | |
|----------------------|----------------------|
| 1 Johnny's mum | 4 Johnny's neighbour |
| 2 Johnny's neighbour | 5 Johnny's mum |
| 3 Johnny's friend | 6 Johnny's friend |

Exercise 7

- Read the instructions and the example opinions with the class.
- Point out that we use *should* / *shouldn't* for making suggestions in this way.
- Students work in pairs to discuss their opinions.
- Ask some students to report back on whether they agreed or disagreed with their partner.

+ Optional activity: Speaking

Put students into groups of three and tell them that one of them should be Johnny, one should be Johnny's mum, and one should be Johnny's neighbour.

Tell students they are going to role-play a conversation between the three people, and they must try and find solutions to some of the problems mentioned in the listening. Ask students to find someone else who is taking the same role as them, to help them prepare what they are going to say. Play the CD again if necessary, to help students with ideas. Monitor while students are preparing, helping out with vocabulary as necessary.

When students have finished their preparation, put them back into their groups of three to role-play the conversation. Monitor while students are working, making sure that they are listening to each other's opinions and agreeing and disagreeing politely.

When students have finished, ask one person from each group to report back to the class on what they agreed.

Competence in social skills and citizenship

This activity will help your students to develop dialogues negotiating meaning and making decisions taking into account the opinions of other students.

Further practice

- ⇒ Teacher's Resource Book pages 92–93
- ⇒ DVD, unit 9

4 Look at the picture. What problems can you see?



5 3.37 Listen to three people talking about where they live. Which rooms 1–9 are they in?

6 3.37 Listen again. Whose opinions are these? Write *Johnny's neighbour*, *Johnny's friend* or *Johnny's mum*.

- | | |
|------------------------------------|------------------------------------|
| 1 She should be quieter. | 4 They don't respect older people. |
| 2 I don't like going into my flat. | 5 I can't control what he does. |
| 3 It's really boring around here. | 6 We need somewhere to go. |

7 In your opinion, what should the people do to make the situation better? Talk to your partner.

I think he should talk to Johnny's mum about it.

I think Johnny's mum shouldn't let him hang around in the evenings.

+ Project unit 1

Collection for the future

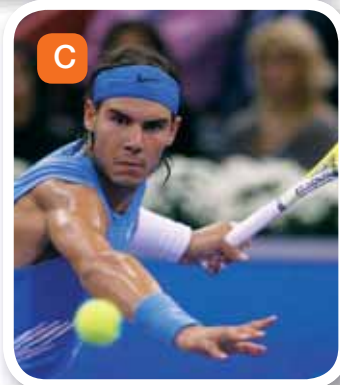
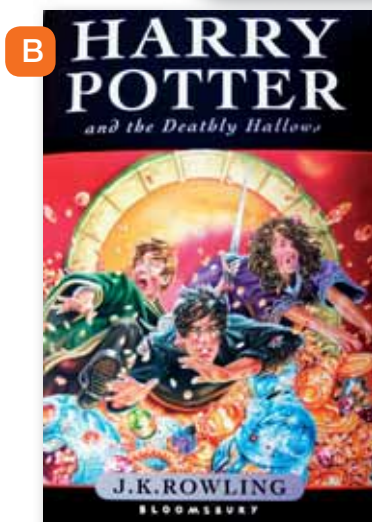
1 Read the texts and match them to the photos A–D.

My collection for 2100
By Jamie Hill

In here are objects and photos which show what life is like today. It's a history lesson for you!

DON'T OPEN BEFORE 2100!!

- 1 This is a video game console. My favourite game is a sports game where you can play different sports like bowling, baseball and golf – it's just like the real thing!
- 2 This is a Harry Potter book. There are seven books about Harry Potter, and there are films too.
- 3 This is a skateboard. Skateboards are popular right now. You can use them to travel or do tricks. There's a great skateboard park in town. It can be dangerous, but it's loads of fun.
- 4 This is Rafael Nadal. He's a fantastic tennis player from Spain. He's the number one player in the world at the moment.



2 Make a poster of your collection for the future. Follow the steps in the project checklist.

Project checklist

- 1 Think of four things for your collection. Think of objects or people that are interesting and popular. Use your own ideas or choose ideas such as: a book that you like, a famous person that you like, your favourite possessions or food or drink that you like.
- 2 Find a photo of each object or person on the internet or in a magazine.
- 3 Write a short text for each photo. Explain what the photo is.
- 4 Write a title for your collection and your name.

3 Exchange your collection for the future with the rest of the class. Who has got an interesting collection?

Project unit 1

Collection for the future

Aims

- Plan a collection for the future.
- Practise describing and writing about photos.

Warm-up

- With books closed, write the date 2100 on the board.
- Ask students what they think life will be like in 2100.
- Ask students if they think people in 2100 will be interested in our lives now. Ask what things they will find interesting.
- Explain that some people make a collection of objects to leave for people in the future to find. Ask students what they would put in their collection.

Exercise 1

- Ask students to work individually to read the texts and match them with the photos.
- Check answers with the class.

ANSWERS

1 A 2 B 3 D 4 C

Exercise 2

- Read through the project checklist with the class.
- Students prepare their collection individually. They can work in class, or complete the collection for homework.

Exercise 3

- Put students into pairs and ask them to exchange collections. Set a time limit for students to read and comment on their partner's collection.
- Ask students to change partners and repeat the process.
- When students have exchanged collections with four or five partners, ask which they thought was most interesting.

ANSWERS

Students' own answers.

Project unit 4

Outdoor activity map

Aims

- Create an outdoor activity map.
- Write about places.

Warm-up

- With books closed, ask students: *What activities can you do in this region? Where can you do them?*
- Elicit some ideas, and ask students which activities they enjoy, and why.

Exercise 1

- Ask students to work individually to read the texts. Ask individual students which places they would like to visit.

ANSWERS

Students' own answers.

Exercise 2

- Explain to students that they are going to make a similar outdoor activity map of their area.
- Read through the project checklist with the class.
- Students prepare their outdoor activity maps individually. They can work in class, or complete the map for homework.

Exercise 3

- Put students into pairs and ask them to exchange outdoor activity maps and match the texts with the photos. Set a time limit for this, then ask students to change partners and repeat the process four or five times.
- Ask students whose outdoor activity map they enjoyed most, and who had the most interesting activities.

ANSWERS

Students' own answers.

+ Project unit 4

Outdoor activity map

1 Read the texts. Which places would you like to visit?

- 1 West Sands is a very long beach near St. Andrews, in the east of Scotland. You can walk or run up and down the beach, and you can surf and swim in the sea. Wear a wetsuit if you want to go in the water, because it's the North Sea – freezing cold!



- 2 Loch Lomond is a large lake near Glasgow. It's great for sports, especially in the summer. You can kayak and canoe across Loch Lomond, and you can cycle along the side of it.



- 3 The Falls of Foyers is a spectacular waterfall on the River Foyers in the north of Scotland. The Falls are about fifty metres high. It's a great place for walking and photography.



- 4 Cairngorm Mountain is in the north of Scotland. It usually snows a lot here in the winter, and you can do winter sports, like skiing, snowboarding or ice climbing!



2 Make an outdoor activity map. Follow the steps in the project checklist.

Project checklist

- 1 Think of four places in your country where people can do outdoor activities.
- 2 Find information about each place on the internet or in a book. Where is the place? How big / high / long is it? What activities can you do there? Write information about each place.
- 3 Find one or two photos of each activity on the internet or in a magazine.
- 4 Find a map of your country on the internet, or draw one. Label it with the places.
- 5 Add your photos and information to the map.

3 Exchange your outdoor activity map with the rest of the class. Which place has got interesting activities?

+ Project unit 9

Proposal for my neighbourhood

1 Read the proposal. What's your opinion of Ethan's solutions?

A proposal for Northbridge by Ethan King

I live in Northbridge. It's a small town with about 15,000 people. I like living in Northbridge, but there are some things which I'd like to change. Give your opinion of my solutions!

Public transport

Public transport isn't very good in Northbridge. There's a train station, but only about ten trains come each day, and they're very old and slow. Not many people use them.

Solution: They should close the train station and build a bus station instead.

Now give your opinion.

J K L

Traffic

There's a main road through the centre of Northbridge, and it's always busy. The cars slow down when they go into the town, but it's still very noisy.

Solution: The local council should build a road around Northbridge and they should close the road through Northbridge.

Now give your opinion.

J K L



Places for young people

There aren't many things for young people in Northbridge, but there's a youth club. It's a good place to hang around because a lot of people come here, but the rooms are quite dirty and boring.

Solution: They should build a skatepark there.

Now give your opinion. J K L



J Good idea!
K I'm not sure.
L Bad idea!

2 Make a proposal for your neighbourhood or town. Follow the steps in the project checklist.

Project checklist

- 1 Think of three areas in your neighbourhood or town that you'd like to change.
- 2 Take a photo of each area, or find one on the internet or in a magazine.
- 3 Write a short introduction to your neighbourhood or town. Then write a paragraph for each area. Describe the situation at the moment, say why you'd like to change it, and suggest a solution.
- 4 Make a poster with your texts and photos. Include an opinions key, so that other students can give their opinion of your solutions.

3 Exchange your proposal with the rest of the class. What's your opinion of their solutions?

Project unit 9

Proposal for my neighbourhood

Aims

- Read a proposal for improving a neighbourhood.
- Write a proposal for changing your neighbourhood.

Warm-up

- With books closed, ask students if there is an area in their neighbourhood that they would like to change.
- Ask what kinds of problems there are, and what the local council should do.
- Ask students who should think of new ideas for improving a town or city. Elicit that it is the responsibility of the local council but also of people who live in the town or city.

Exercise 1

- Students read the proposal.
- Ask them to discuss their opinions of Ethan's solutions in pairs.

ANSWERS

Students' own answers.

Exercise 2

- Read through the project checklist with the class.
- Students prepare their proposals individually. They can work in class, or complete the proposal poster for homework.

Exercise 3

- Put students into pairs and ask them to exchange proposals and give their opinions on their partner's proposal.
- When students have finished, ask them to change partners and repeat the process four or five times.
- Ask students which proposals they thought were the best.

ANSWERS

Students' own answers.

Culture unit 1

Pocket money and part-time jobs

Aims

- Read about pocket money in Britain.
- Talk about pocket money in your country.

Warm-up

- With books closed, ask students to put up their hands if they get pocket money.
- Ask students how much they get, and if they think it is enough.
- Ask students what they spend their money on.

Background information

According to recent surveys, most 14–16 year olds in the UK receive between £5 and £10 pocket money per week. Many older teenagers supplement their pocket money with part-time jobs, often working in cafés or supermarkets. Younger teenagers are more likely to earn extra cash by selling old toys, DVDs, etc. on eBay. Children and teenagers spend a high proportion of their money on sweets, food and drinks, with clothes, phones, and music players also popular choices.

Exercise 1 1.14

- Allow students time to check the meaning of the blue words.
- Play the CD and ask students to read and listen. Ask students to decide if the sentences are true or false.
- Check answers with the class.

ANSWERS

- 1 False (only Sophie and Angela get pocket money).
- 2 True.
- 3 False (£7 an hour).
- 4 True.

Exercise 2

- Students read the text again and answer the questions.
- Check answers with the class.

ANSWERS

- 1 Her mobile phone.
- 2 She washes her dad's car at the weekend.
- 3 He hates getting up early.
- 4 His mum buys them on the internet for him because they're cheaper.
- 5 £5 a week.
- 6 Birthday presents for her family.

Exercise 3

- Students can plan their ideas then discuss the questions in pairs.
- Alternatively, students could prepare written answers.

ANSWERS

Students' own answers.

+ Optional activity: Writing

Write on the board the heading *Part-time job*.

Ask students whether they think it is a good idea for teenagers to have a part-time job. Ask what type of part-time jobs teenagers do in their country. Elicit a few ideas, then ask students to work in pairs and make a list of the advantages and disadvantages of having a part-time job.

When students have finished, elicit ideas and write them on the board. Prompt students with ideas if they are struggling to come up with them.

Suggestions

Advantages: you have independence, you learn to appreciate money because you are earning it, you meet people, you become more mature and responsible, you get useful experience.

Disadvantages: you can't spend as much time studying, you might be tired at school, employers sometimes don't pay you very much because you are young, some jobs are dangerous, for example working in a kitchen.

Tell students they are going to write an article for a teenage magazine, giving advice to teenagers about part-time jobs.

Ask students to discuss in pairs what ideas they might include. Students can then write their articles for homework.

Artistic and cultural competence

This activity will help your students to produce different types of text, taking into account the predicted audience and show understanding of the cultural significance of the genre.

Further practice

⇒ DVD, unit 1

+ Culture unit 1

Pocket money and part-time jobs

1  1.14 Check the meaning of the blue words in the sentences. Then read and listen to the text and write *true* or *false*.

- 1 All of the people get **pocket money**.
- 2 Two of them have got **part-time jobs**.
- 3 You can get £20 an hour for **babysitting**.
- 4 One person **delivers** newspapers.

YOU AND YOUR MONEY

Do you love spending money? Where does your money come from? Is it pocket money from parents or from a part-time job? How much money do you get and what do you spend it on?

Sophie, 13

My parents give me £20 every month. It isn't much because I need £10 a month for my mobile phone. I usually spend the rest on food and trips to the cinema. I haven't got a part-time job, but I help at home. I always wash my dad's car at the weekend. That's an extra £4 a week.

Peter, 15

My brother and I don't get any pocket money, but we've got part-time jobs. He delivers newspapers every morning and I work in a café on Saturday afternoons. I prefer doing that because I hate getting up early! I spend all my money on computer games. My mum buys them on the internet for me because they're cheaper.

Angela, 14

I get £10 pocket money every week. I get extra money when I babysit for the neighbours. They give me £7 an hour. I usually spend £5 a week on magazines or some make-up. I save the rest of the money. I always buy birthday presents for my family with it. I don't need any money for clothes because I go shopping with my mum and she buys them.



Sophie



Peter



Angela

2 Read the text again and answer the questions.

- 1 What does Sophie always spend £10 a month on?
- 2 How does she get extra money every week?
- 3 Why doesn't Peter deliver newspapers?
- 4 Where does he buy his computer games? Why?
- 5 How much money does Angela save every week?
- 6 What does she spend this money on?

3 **YOUR CULTURE** Answer the questions.

- 1 Do you get any pocket money?
- 2 What do you usually spend it on?
- 3 Where do you usually go shopping?
- 4 Have teenagers in your country often got part-time jobs? What type?

+ Culture unit 2

Homes in Britain

1  1.30 Read and listen to the texts. Where do Ruby and Henry meet their friends?

Ruby

I live on the tenth floor of a tower block near the centre of Bristol, in the south-west of England. I'm looking out of the window in my bedroom at the moment.

I can see lots of streets and houses, but I can also see the hills about ten miles away.

There's a busy road near my tower block, so it's quite noisy. Hundreds of people live in the tower block, but not many people know each other! There's a big shopping centre and a cinema nearby. I usually meet my friends there after school.



Henry

I live in an old cottage in a small village twenty miles from Bristol. There are about a hundred people in the village and it's a friendly place. Most of the houses are very old – our house is about 150 years old!

I don't mind living in the village, but I'm sometimes bored at the weekend. There isn't much for teenagers to do here, but they're building some public tennis courts at the moment, which is great! If I want to go shopping or meet my friends, I can get a bus to town. It's 30 minutes from here.



2 Read the text again and answer the questions.

- 1 Why can Ruby see a lot of things from her bedroom?
- 2 Is it easy for Ruby to go shopping? Why?
- 3 Do you think the tower block is a friendly place?
Why / Why not?
- 4 What's good about Henry's village?
- 5 How does Henry sometimes feel at the weekend?
Why?

3 **YOUR CULTURE** Answer the questions.

- 1 Is it noisy where you live? Why / Why not?
- 2 Where do teenagers usually meet where you live?
- 3 How old is your home?
- 4 Would you prefer to live in a tower block or a cottage? Why?

Culture unit 2

Homes in Britain

Aims

- Learn about the different homes in Britain.
- Talk about different homes in your own country.

Warm-up

- With books closed, ask students whether they live in a house or a flat. Ask which they would prefer to live in, and why.
- Ask who lives in an old building and who lives in a modern one. Ask what are the advantages and disadvantages of living in a modern building.
- Ask students where their ideal home would be.

Background information

Two thirds of people in Britain own their own home. The most popular types of houses are terraced houses (in towns and cities) and semi-detached houses. Less than 25% of people in Britain live in flats. Old houses, especially in rural areas, remain very popular, and many people dream of owning a 'cottage in the country', where they believe they will enjoy a better standard of living than in crowded cities.

Most people who buy their own home do so by taking out a mortgage, which they repay over 25 years. The high cost of houses, and the amount of interest people have to pay on their mortgages, are important political issues in Britain.

People who cannot afford to buy their own home rent houses or flats from private landlords or housing associations.

Exercise 1 1.30

- Refer students to the photos and ask which home they would prefer to live in.
- Play the CD and ask students to read and listen.
- Ask where Ruby and Henry meet their friends.

ANSWERS

Ruby meets her friends at a big shopping centre or cinema.
Henry meets his friends in town.

Exercise 2

- Students read the text again and answer the questions.
- Check answers with the class.

ANSWERS

- 1 She lives on the tenth floor of a tower block.
- 2 Yes, there is a big shopping centre nearby.
- 3 No – not many people know each other.
- 4 It is a friendly place.
- 5 He is sometimes bored because there isn't much for teenagers to do there.

Exercise 3

- Students can plan their ideas then discuss the questions in pairs.
- Alternatively, students could prepare written answers.

ANSWERS

Students' own answers.

+ Optional activity: Writing

Ask students to speculate about Ruby's life, by asking questions such as: *What do you think she does at the weekend? Where does she go with her friends? What does she buy when she goes shopping? Do you think she has much money to spend? Do you think her family is rich?* Repeat the exercise with Henry.

Ask students if any of them keep a diary. Ask what kinds of things they write in their diary. Tell students that they are going to imagine they are either Ruby or Henry and write a diary entry. Tell students the diary entry should include a description of what they (Ruby or Henry) have done over the weekend, and should also include their feelings. Ask students to discuss in pairs what ideas they might include. Students can then write their diary entries for homework.

Artistic and cultural competence

This activity will help your students to produce different types of text, taking into account the predicted audience and show understanding of the cultural significance of the genre. It will also help them to develop their own creative abilities.

Further practice

⇒ DVD, unit 2

Culture unit 3

Teenage years

Aims

- Read about teenagers' lives in the past in the USA.
- Talk about teenagers' lives in the past in your country.

Warm-up

- With books closed, ask students when their parents were teenagers.
- Ask if they know anything about their parents' lives when they were teenagers, for example what music they listened to.
- Ask if they think life was very different for their parents when they were teenagers.

Background information

The word *teenager* was first used in the 1950s because there were large numbers of young people at this time, and they were gaining more freedom and independence. They were also beginning to have different tastes from those of their parents, especially when rock 'n' roll music started to become popular. Before the 1950s, young men were expected to take life seriously and go out and get a job to support their family as soon as they could. Young women were taught how to cook and sew and look after a home. In the 1950s this all changed as people started to have more money, and there were more opportunities for young people to continue in education for longer. Teenage music, fashions and culture were born.

Exercise 1 1.43

- Refer students to the photo of the three women. Elicit that they are a daughter, mother and grandmother.
- Play the CD and ask students to read and listen. Ask students when Jackie and Lucinda were teenagers.

ANSWERS

Jackie was a teenager in the 1970s. Lucinda was a teenager in the 1950s.

Exercise 2

- Students read the text again and answer the questions.
- Check answers with the class.

ANSWERS

- 1 Yes she did. She went to see it three times.
- 2 She listened to cassettes in her bedroom.
- 3 A young singer, 'the king of rock and roll.'
- 4 She listened to the radio.
- 5 They thought it was too loud and fast.

Exercise 3

- Students can plan their ideas then discuss the questions in pairs.
- Alternatively, students could prepare written answers.

ANSWERS

Students' own answers.

+ Optional activity: Writing

Tell students they are going to write an account of a teenager's life in the past in their country, like the ones on page 115. Tell them that first they must interview a parent, grandparent or other family member to find out what life was like for them when they were a teenager.

For homework, ask students to interview a family member about teenage life in the past, for example what music they listened to, what they enjoyed doing, what films they enjoyed, and what life was like for teenagers at that time. They could ask their family member if they have any photos of themselves as teenagers.

In the next lesson, discuss what they have learned and help out with any vocabulary they need. Ask students to imagine they are that family member and write an account of their teenage life like the ones in the Student's Book.

Artistic and cultural competence

This activity will help your students to produce different types of text, taking into account the predicted audience and show understanding of the cultural significance of the genre. It will also help them to develop their own creative abilities.

Further practice

⇒ DVD, unit 3

+ Culture unit 3

Teenage years

- 1  1.43 Read and listen to the text.
When were Jackie and Lucinda teenagers?

Happy days

Amy

I live in Golden, Colorado in the USA.
My mum and grandma grew up here too, but their teenage years were very different.



Jackie

There are two things I remember clearly about the 1970s. I was eleven in 1975 and I got a new type of electronic game called *Pong*. It was like table tennis and we played it on our colour television. It was fun! The other thing I remember is the first *Star Wars* movie in 1977. It was at the cinema for months because it was so popular. I went to see it three times! I also loved disco music in the 70s. I had cassettes of my favourite singers and listened to them in my bedroom.

Lucinda

I was a teenager in the 1950s and for me it was a really exciting time. The thing I remember most is the music. There was a new type of music, rock and roll, and a young singer called Elvis Presley became 'the king of rock and roll'. We didn't have CDs then so we listened to him on the radio. My parents didn't like rock and roll. They thought it was too loud and fast. I remember some radio stations banned it. I left school in 1961, married and became a housewife. Most women stayed at home in those days.



Glossary

movie (American English) = film (British English)

2 Read the text again and answer the questions.

- 1 Did Jackie like the *Star Wars* movie? How do you know?
- 2 How did Jackie listen to music in the 70s?
- 3 Who was Elvis Presley?
- 4 How did Lucinda listen to music in the 50s?
- 5 Why didn't Lucinda's parents like rock and roll?

3 YOUR CULTURE Answer the questions.

- 1 When were your parents teenagers?
- 2 What do you think life was like in your country at that time?
- 3 What type of music and entertainment were popular?
- 4 Do you think it's better to be a teenager now?
Why / Why not?

+ Culture unit 6

The USA in numbers

- 1  2.45 Complete the text with the numbers. Then read and listen to the text and check.

115 2 50 8 3,365 56



The USA: facts and figures

The USA is an enormous country, more than (1) ... times the size of the European Union. There are (2) ... states and six different time zones across the country. Its longest road, US Route 20, starts in Boston, Massachusetts, on the east coast and finishes in Newport, Oregon, on the west coast, only a mile from the Pacific Ocean. That's (3) ... miles (5,415 kilometres) in total!

The USA is a land of extremes. It's both one of the hottest and coldest places in the world – with temperatures from (4) ... °C in California to -64 °C in Alaska. It's also one of the wettest and driest places in the world – parts of Hawaii have 12,000 millimetres of rain a year, compared to only 67 millimetres a year in the Mojave desert, Arizona! You can see the tallest trees in the world in Redwood Forest, California – up to (5) ... metres high!



The USA has a population of about 304 million, and is the third largest country in the world. About 80% of the population live in towns and cities, and more than (6) ... million people live in New York City, the country's largest city. More than 10% of people in the USA speak Spanish as their first language, and that number is growing. Experts think that in the middle of this century, the population of the USA will be about 420 million!

- 2 Read the text again and answer the questions.

- 1 Which is bigger, the USA or the European Union?
- 2 How long is US Route 20?
- 3 What are the wettest and driest places in the USA?
- 4 What's unusual about the trees in Redwood Forest?
- 5 How many countries are bigger than the USA?
- 6 Does everyone in the USA speak English as their first language? Explain your answer.

- 3 **YOUR CULTURE** Answer the questions.

- 1 How many regions are there in your country?
- 2 What's the longest road in your country?
- 3 What are the hottest and coldest places in your country?
- 4 What's the largest city in your country?
- 5 Approximately how many people live there?

Culture unit 6

The USA in numbers

Aims

- Learn facts and figures about the USA.
- Talk about facts and figures in your own country.

Warm-up

- With books closed, ask students what they know about the USA.
- Elicit some ideas, then ask: *How big do you think it is? How many people do you think live there? What do you think the weather is like?*
- Elicit some answers, but don't confirm or reject any at this stage.
- Tell students they are going to learn about the USA.

Background information

The USA was founded on July 4, 1776, when 13 former British colonies declared their independence from Britain. July 4 is still celebrated as a national holiday in the USA. The number of states continued to grow until it reached the current number of 50.

Although the USA is a huge country, nearly 80% of Americans live in urban areas, which means there are huge areas of the country with relatively low populations.

The USA is very diverse racially and culturally. According to the census bureau, 'minorities' such as Spanish speakers make up 34% of the population, and will be in the majority by 2042.

Exercise 1 2.45

- Students read the text and complete it with the numbers.
- Play the CD and ask students to read and listen, and check their answers.
- Check answers with the class.

ANSWERS

- | | |
|---------|-------|
| 1 2 | 4 56 |
| 2 50 | 5 115 |
| 3 3,365 | 6 8 |

Exercise 2

- Students read the text again and answer the questions.
- Check answers with the class.

ANSWERS

- 1 The USA
- 2 3,365 miles (5,415 kilometres).
- 3 Hawaii is the wettest, the Mojave desert in Arizona is the driest.
- 4 They are the tallest trees in the world.
- 5 Two countries are larger than the USA.
- 6 No, more than 10% of people in the USA speak Spanish as their first language.

Exercise 3

- Students can plan their ideas then discuss the questions in pairs. Students may like to use reference books or the internet to find answers to some of the questions.
- Alternatively, students could prepare written answers.

ANSWERS

Students' own answers.

+ Optional activity: Writing

Write on the board the headings *Climate*, *People*, and *Size*. Refer students back to the text in exercise 1 and ask students to match the paragraphs with the headings (paragraph 1 – size, paragraph 2 – climate, paragraph 3 – people).

Tell students they are going to write a similar profile of their own country, to give people in other countries information about their country.

Allow students to prepare their ideas in pairs. Students might like to use reference works or the internet to find out facts and figures about their country. This part of the task could be set for homework.

Students can then write their profiles. Tell them to follow the same paragraph structure as the text in the Student's Book.

Students can swap profiles with other students and compare.

Artistic and cultural competence

This activity will help your students to produce different types of text, taking into account the predicted audience and show understanding of the cultural significance of the genre.

Further practice

⇒ DVD, unit 6

Culture unit 7

National sports

Aims

- Learn about national sports in Britain and the USA.
- Talk about national sports in your own country.

Warm-up

- With books closed, ask students what sports they enjoy. Elicit a few ideas, then ask: *What is the most popular sport in your country?*
- Write the phrase *national sport* on the board and elicit that a country's national sport is the most popular sport in that country.
- Ask students what they think the national sports are in Britain and the USA.

Background information

Although baseball is the American national sport, an early form of baseball was actually played in Britain in the eighteenth century. It is thought that the game was taken to the USA by immigrants, and developed into the modern game of baseball. The related game of rounders is still played in Britain, mainly by school children.

Cricket was first played in Britain in the sixteenth century. During the nineteenth century, the sport also became popular in countries that were colonies of Britain, such as Australia and the Caribbean. The popularity of cricket has never really extended beyond this group of countries. In recent years, the declining popularity of the game in Britain has led to pressure to change the game to speed it up and make it more exciting, hence the introduction of the one-day Twenty20 game.

Exercise 1 3.13

- Allow students time to read the questions.
- Play the CD. Students listen and read, and answer the questions.
- Check answers with the class.

ANSWERS

- 1 Cricket and baseball.
- 2 Modern baseball originated in the USA. Cricket originated in England.

Exercise 2

- Students read the text again and answer the questions.
- Check answers with the class.

ANSWERS

- 1 Yes, they are. Baseball is an important part of American life and traditionally people go to a game with all their family. The national anthem is sung before a game.
- 2 Eat, drink and sing.
- 3 They are professional teams.
- 4 The match stops.
- 5 Australia, South Africa, South Asia and the Caribbean.
- 6 Twenty20 is faster and the atmosphere at the ground is more exciting.

Exercise 3

- Students can plan their ideas then discuss the questions in pairs.
- Alternatively, students could prepare written answers.

ANSWERS

Students' own answers.

+ Optional activity: Speaking

Tell students they are going to prepare a sports news programme. Ask students if they watch the sports news on TV, and elicit that it includes reports about individual events and results of games and matches.

Put students into groups of three, and refer them back to unit 7 in the Student's Book for useful vocabulary. Tell them they should prepare a script for their programme, and they must all participate in presenting the programme.

Monitor while students are preparing and help with vocabulary as necessary. When students are ready, allow them to rehearse their programme in their groups, then ask them to perform it for the class.

Artistic and cultural competence

This activity will help your students to produce different types of text, taking into account the predicted audience and show understanding of the cultural significance of the genre. It will also help them to develop their own creative abilities.

Further practice

⇒ DVD, unit 7

+ Culture unit 7

National sports

1  3.13 Look at the photos and answer the questions. Then read and listen to the text and check your answers.

- 1 What are the sports in the photos?
- 2 Which countries did they start in?

BALL GAMES

It's summer and a stadium in the USA is full of 40,000 excited fans. Suddenly, everyone stands up and sings the American national anthem. The game between the New York Yankees and the Boston Red Sox is going to start soon. The game? Baseball, of course!

Modern baseball originated in the USA and the sport is an important part of American life. Traditionally people go to a game with all their family. It's very relaxed, sociable and noisy, and spectators eat, drink and sing during the game.

The Yankees and the Red Sox are professional teams. There are also professional baseball leagues in Asia and Latin America. It's an Olympic sport too.

In England, a few thousand supporters are sitting in the rain. There aren't any players on the pitch. They'll continue the match if it stops raining. If it doesn't stop, neither team will win or lose - it'll be a draw. What's the sport? Cricket!

Although England is the home of cricket, the places where cricket is most popular are hot and sunny – Australia, South Africa, South Asia, and the Caribbean. A cricket match lasts for a long time – sometimes five days – and each day there are breaks for lunch and tea! However, now there is a new, faster version of cricket called Twenty20. There's pop music and the atmosphere at the ground is more exciting. Some people think that Twenty20 will replace traditional cricket one day.



2 Read the text again and answer the questions.

- 1 Are baseball spectators patriotic? Explain your answer.
- 2 What do baseball fans do while they're watching a game?
- 3 Why do the Yankees and Red Sox players receive money?
- 4 What happens if it rains during a cricket match?
- 5 Where is cricket popular?
- 6 How are traditional cricket and Twenty20 different?

3 **YOUR CULTURE** Answer the questions.

- 1 Which team sports are the most popular in your country?
- 2 Where did they originate?
- 3 Do spectators sing the national anthem?
- 4 What do fans usually do while they're watching them?
- 5 In your opinion, which teams will win their leagues this year?

+ Culture unit 8

The emergency services

- 1 Check the meaning of the words. Then read and complete the text with the words.

emergency call gun police station police officer
bullet-proof vest missing person

A great job

I'm Michelle Clark and I'm 28. I joined the police five years ago. It was my dream to be a (1) ... because I loved adventure and helping people. I'm so happy that my dream has become real! One in five police officers in England and Wales are now women. It wasn't easy to join, but I prepared a lot. I did an exam and a fitness test, had an interview, and then got the job!

After training for twelve weeks at a national training centre, I started work at my local (2) ... I remember my first day clearly. I was working with an experienced officer when we responded to an (3) ... I was wearing a (4) ... over my uniform, but I wasn't carrying a (5) ... ; police officers in the UK don't usually carry guns. I felt nervous, but really excited as we drove across town to investigate a robbery.

I've done so many different things as a police officer. I've looked for a (6) ... , I've been to road accidents, I've worked at Premier League football matches and I've also helped to reduce crime in the local community. Being a police officer has changed my life. It isn't the job for everyone; I don't work nine to five, I'm often outside in all types of weather and I'm sometimes in difficult and dangerous situations, but I love it.



- 2 3.25 Read the text again and listen. Check your answers to exercise 1.

- 3 Read the text again and answer the questions.

- 1 How old was Michelle when she joined the police?
- 2 What did she have to do to get the job?
- 3 What did Michelle do on her first day at work?
- 4 Why didn't Michelle carry a gun?
- 5 Has she ever been to a big football match? Explain your answer.
- 6 Does Michelle usually work in the police station? Explain your answer.

Culture unit 8

The emergency services

Aims

- Read a text about the emergency services in Britain.
- Listen to an interview with a member of the emergency services.
- Talk about the emergency services in your own country.

Warm-up

- With books closed, write *emergency services* on the board and elicit the meaning.
- Ask students what different emergency services there are, and when people call them. Teach the words *police officer*, *firefighter*, and *paramedic*.
- Ask students if they would like to work for one of the emergency services in the future.

Background information

There are four emergency services in Britain which can be called by dialling 999 – the police, fire brigade, ambulance and coastguard. The coastguard service (which sends lifeboats to people or ships in difficulties at sea) is unusual in that most of the crew of lifeboats are volunteers.

The police forces in Britain are organized on a regional level, under the control of the Chief Constable of each region. As well as the full-time police officers, each police force keeps a reserve of 'special constables' – members of the public who have received police training and can be called on if extra police numbers are needed. In recent years, the police force has also employed 'Police Community Support Officers', who have some of the powers of police officers, and are employed to work in local communities, dealing with minor problems such as vandalism and anti-social behaviour by teenagers.

Exercise 1

- Students check the meaning of the words in their dictionaries.
- Students read the text and complete it with the words.
- Don't check answers at this stage.

ANSWERS

- | | |
|------------------|---------------------|
| 1 police officer | 4 bullet-proof vest |
| 2 police station | 5 gun |
| 3 emergency call | 6 missing person |

Exercise 2 3.25

- Play the CD. Students listen and read the text again, and check their answers.
- Check answers with the class.

Exercise 3

- Students read the text again and answer the questions.
- Check answers with the class.

ANSWERS

- 1 She was 23.
- 2 She did an exam, a fitness test and had an interview.
- 3 She responded to an emergency call, to investigate a robbery.
- 4 Police officers in the UK don't usually carry guns.
- 5 Yes, she has worked at Premier League football matches.
- 6 No, she is outside in all types of weather and she is sometimes in difficult and dangerous situations.

Exercise 4

- Students match the photos with the descriptions and decide which emergency worker the descriptions refer to.
- Check answers with the class.

ANSWERS

1 P 2 F 3 B 4 F 5 B 6 P 7 F 8 B

Exercise 5 3.26

- Tell students they are going to listen to an interview with an emergency worker.
- Play the CD and ask students the question.

ANSWER

The interviewer is talking to a paramedic.

Exercise 6 3.26

- Allow students time to read the questions.
- Play the CD again. Students listen and answer the questions.
- Check answers with the class.

ANSWERS

- 1 He has worked 12 hours.
- 2 Ten.
- 3 A lot of accidents happen in the home.
- 4 Changing a light bulb.
- 5 The people he visits can sometimes be aggressive or violent.
- 6 Someone has bitten his finger, he's had cuts and bruises, and someone's dog has bitten his leg.

Exercise 7

- Students can plan their ideas then discuss the questions in pairs.
- Alternatively, students could prepare written answers.

ANSWERS

Students' own answers.

+ Optional activity: Speaking

Tell students they are going to prepare an interview with a police officer in their country. Divide students into two groups, those who are going to be police officers and those who will be interviewers.

Put students into pairs or groups of three, with interviewers working together and police officers working together. Ask the interviewers to prepare questions for the police officers. Ask the police officers to think about what their job is like and what they do. Ask them to think about what questions the interviewers might ask, and prepare their answers.

Monitor and help as necessary, and feed in ideas for questions if students are struggling. For example:

- Why did you become a police officer?
- Is it dangerous?
- What do you enjoy about your job?
- What parts of the job are difficult?
- Describe a typical day.

When students are ready, put them into pairs with one interviewer and one police officer. Ask them to practise their interview, then ask some pairs to perform their interviews for the class.

Artistic and cultural competence

This activity will help your students to produce different types of text, taking into account the predicted audience and show understanding of the cultural significance of the genre. It will also help them to develop their own creative abilities.

Further practice

⇒ DVD, unit 8

4 Match the photos with descriptions 1–8 and write *F* (firefighter), *P* (paramedic) or *B* (both).

- 1 drives an ambulance
- 2 rescues people from burning buildings
- 3 wears a uniform
- 4 wears a helmet
- 5 responds to emergency calls
- 6 helps injured people in accidents
- 7 will probably get some burns
- 8 does a dangerous job

5 **3.26 Listen to an interview. Is the interviewer talking to a firefighter or a paramedic?**

6 **3.26 Listen again and answer the questions.**

- 1 Why is Mark very tired?
- 2 How many emergency 999 calls has he responded to today?
- 3 Why does Mark say that your home is a dangerous place?
- 4 What was the woman doing when she fell off a chair?
- 5 How is Mark's job dangerous?
- 6 What injuries has Mark had?

7 YOUR CULTURE

Answer the questions.

- 1 What number do you call in an emergency?
- 2 Do the police in your country wear bullet-proof vests and carry guns?
- 3 What colour are ambulances in your country?
- 4 Which job in the emergency services would you find interesting? Why?



Tapescript

Unit 1

page 12, exercises 5 and 6

P = Presenter

P Hi, this is the Lisa Barry podcast, and today I'm looking at collections. I've got an article here about a boy in America called Joshua Mueller who, believe it or not, has got more than 400 pairs of sport shoes. That's pretty amazing really. I love the colours of the trainers and I think it's a cool collection because Joshua actually wears the shoes too. It says that he wears one or two pairs every day. I guess he's into basketball or skateboarding or both. Anyway, the shoes are useful and that's great. The problem for Josh is that his feet get bigger every year and he needs more and more shoes. That's an expensive collection.

Then there are my friends Chloe and Rachel. They've also got an expensive collection and they spend all of their money on it. They love buying these bags from Japan. I can understand that, 'cos I really like them too. Chloe and Rachel also buy wallets, purses and jewellery with the same designs. They're really happy on birthdays and at Christmas time because their parents usually buy bags for their collection.

Unit 2

page 22, exercises 3 and 4

P = Presenter M = Megan J = Jack JM = Jack's mum

M What are you reading, Jack? Is it a comic?

J No, it's a magazine. Look, Megan, there's a questionnaire here about routines.

M Oh, I love doing questionnaires. Ask me the questions!

J Right then, question 1. How often do you make your bed?

M Er, not very often!

J Well, look at the answers. Is it a, b or c?

M Let's see. Definitely that one because my mum always makes my bed!

J OK, question 2. How often do you tidy your room?

M Well, I sometimes tidy it, but not often!

J OK. Now, question 3 is about the floor in your bedroom. Are there many things on it, Megan?

M Hmm, there are some things, but it isn't like your bedroom, Jack. You can't see the floor in here!

J OK! OK! So that's that answer, then. Now, where do you do your homework?

M In my bedroom, but not at my desk. And I never do it in front of the TV.

J I see. Now, question 5. Do you help with meals?

M Well, I don't cook.

J You're lucky! I make my breakfast and lunch every day.

M Well, I help wash up sometimes.

J And finally, what do you do before school?

M That's easy. I always have a big breakfast but I'm never late for school.

J OK. Let's see how many a's, b's and c's you've got.

JM Jack, I'm doing the washing-up. Can you help me, please?

J Sorry, Mum. I'm tidying my room at the moment.

M Jack! That's not true!

Unit 3

page 30, exercise 3

M = Marcus (Presenter 1)

M 'We did drama at school and it was great fun, but at the end of the year we did a play. I think there were about a hundred people in the audience for this play, and I was really nervous. I can remember the song now, and my costume. I also remember going to the circus but that's not such a good memory. The clowns were really scary.'

A = Avril (Presenter 2) I = Interviewer

I Avril, were you naughty when you were a child?

A I was quite naughty when I was a little girl. I was often in trouble with my grandmother.

I Why your grandmother?

A Well, my parents were at work and I usually stayed at my grandparents' house. I remember one day, when I was three, my grandmother was really angry because I used her make-up.

I Oh dear!

A Yes, and I cut my brother's hair. Luckily my grandfather thought it was very funny. He always thought I was funny.

T = Tony (Presenter 3) M = Marcus

M Do you remember at school when you were in class with Lisa Michaels?

T Oh yes. She was funny; she always wanted to kiss me.

M Well, I saw her yesterday.

T Really?

M Yes, she's got a job in the pizza restaurant.

T Were you there then?

M Yes, I was with my mum.

T Is it any good?

M Well, the pizzas aren't very good, but Lisa is very cute now.

T Oh!

Unit 4

page 40, exercises 5 and 6

P1 = Presenter 1 P2 = Presenter 2

P1 So these two teenagers climbed Mount Kilimanjaro together. Why did they decide to do that?

P2 Well, they were at school and they were reading an article about Mount Kilimanjaro, and that's when they decided.

P1 That's impressive! And what was their next adventure?

P2 The next adventure was an amazing 17,000-kilometre journey from the North Pole to the equator on skis, boats, bicycles and foot. They started in Greenland, but the adventure nearly ended when Laura had an accident. While they were skiing across the Arctic Laura fell through the ice, and the next time she woke up, she was in hospital.

P1 Oh no. I guess they stopped then?

P2 No. When Laura was better, the friends continued. After crossing the Arctic, they arrived at the Atlantic Ocean and sailed 4,000 kilometres to the United States. There are sometimes terrible storms in the Atlantic, but after more than a month, Laura and Emily arrived safely in Boston.

P1 Then did they continue on foot?

P2 No, they cycled all the way through the United States and Central America. The problem here wasn't the cold, but the high temperatures. It was sometimes 40 degrees. After their 8,000-kilometre cycle, the girls started sailing again. It was a dangerous trip, because between Panama and Ecuador there are pirates.

P1 Wow. When they arrived in Ecuador, how did they get to the equator?

P2 They walked and climbed the Andes to get to Quito. And Quito is right next to the equator. Their families were there waiting for them. It was a fantastic adventure.

Unit 5

page 48, exercises 3 and 4

S = Sophie J = Joe D = Sam (dog)

S Joe, did you see this thing about intelligent animals?

J No.

S Well, look at this. See the octopus?

J Oh yes, that's cool. Do they really play with Rubik's Cubes?

S No, not usually, but they're really intelligent, it says. They like having fun and they can remember peoples' faces. It also says they've got emotions. They change colour when they're happy or sad or angry.

J What about these other animals? Are elephants intelligent?

S Yes, they've got good memories, like the octopus. And they like having fun. They're amazing. Can you see? It's painting.

J Yes, that's not bad. It's more artistic than me, anyway.

S And they can understand human language. Elephants are probably the most intelligent animal.

J Oh, really? What about monkeys? I thought that they were more intelligent.

S They are intelligent, and they learn faster than elephants, but elephants have got bigger brains. They've got the biggest brains. It says here that an elephant's brain is bigger than a whale's brain.

J And the dog?

S Ah, well, this dog is special. Its name is Betsey and it's a real prodigy.

J A prodigy? Why's that?

S Because it can understand 340 different words. It's like a superdog.

J Three hundred and forty words? It's not like your dog then?

S No, my dog is the most stupid animal on the planet, aren't you Sam? Sam?

D (barks)

Unit 6

page 58, exercises 4 and 5

H = Holly J = John B = Becky

H John, did you do this numerology thing?

J Oh, yeah, I saw that, but I'm not really interested.

H Why not? It's interesting.

J I just don't believe it, that's all. You're mad if you believe those things. I don't believe any of those things.

H I'm not mad, actually. Now, tell me when your birthday is.

J The third of July.

H And the year is 1997, same as me. So that's 3 plus 7, and 1 is 11, 20, 29, plus 7 is ... 36. That's 3 plus 6 equals 9. Your number is 9. So let's see. That means you're creative and generous. Correct?

J Creative and generous? Erm, yes, maybe.

H OK. It also says that you're moody sometimes.

J Moody? Me?!

H Yes, John. Anyway, if you read this, you'll believe it. What about you, Becky, you like horoscopes and stuff like that, don't you?

B Yes.

H Well, if you like horoscopes, you'll love this.

B Yeah, I tried it. My number is six.

H Six, so you're artistic and you like helping people.

B Well, I'm not exactly artistic, am I?

H Not exactly. Oh well, it's usually right.

B No, but I like this kind of thing. It's just a bit of fun really. Now let's look at your horoscope, John. You're Aries ... Aries ... OK, it says, 'If you go to a café today you'll meet two friendly girls. Their names will probably be Holly and Becky.'

H Wow! That's amazing!

J Yeah, very funny.

Unit 7

page 66, exercises 3 and 4

I = Interviewer S = Susan

- I** Susan, what are your plans for next season?
- S** Well in fact I'm not going to prepare for skiing competitions. My plan is to go to schools and talk to kids about sport, especially sport and the disabled.
- I** So where are you going to go?
- S** I'm going to tour the country for about three months and then I'm going to start a ski school, probably here in Colorado.
- I** Are you going to be one of the ski instructors?
- S** Yes, I am. Well, that's my objective.
- I** Great. I'm sure it will be a success.
- S** Thanks.

I = Interviewer C = Corey

- I** Corey, I hear you're a big athletics fan. Tell us about this man.
- C** Well his name is Oscar Pistorius. He's a runner, and as you can see on his legs he uses these special things called blades, which are phenomenal.
- I** Is he going to compete in the next Paralympics?
- C** No, he wants to prepare for the Olympics and not the Paralympics because he says he isn't a disabled athlete. In fact he's faster than most. He was a rugby player before his accident.

I = Interviewer H = Harriet

- I** Harriet, congratulations on becoming County basketball champions.
- H** Thanks.
- I** You're team manager. What are you going to do with the prize money?
- H** Well we're going to use the money to go to other tournaments. Transport is very expensive for us because we need a special bus.
- I** OK, right. And when is the next tournament? Are you going to have a rest now?
- H** No, we're going to another tournament next Friday.
- I** Ok, well good luck with that.
- H** Thank you.

Unit 8

page 76, exercises 4 and 5

I = Interviewer L = Leo

- I** ... and we welcome Leo Williams. Leo has travelled around the US talking to people with dangerous jobs. Leo, where did you start?
- L** I started in Hawaii where I met a volcanologist called Ted Amber. A volcanologist, by the way, is a person who studies volcanoes...

I OK

- L** ... and Ted, who has studied volcanoes all over the world, was actually very near a volcano when it erupted.
- I** Not a good place to be.
- L** No, with rocks and lava flying everywhere he was lucky to escape with just a broken leg and some burns.
- I** He was lucky.
- L** Well, really he was unlucky - volcanoes don't erupt very often.
- I** That's true. Where else did you go?
- L** Well in Texas I met a venomologist called Sasha Jacobs.
- I** A venomologist studies venom, I suppose.
- L** Yes, Sasha studies the venom of snakes and insects.
- I** And has a snake ever bitten Sasha?
- L** She's had one or two bites, but she knows about snakes, so she wasn't really worried. She hasn't had many accidents. It's fisherman and farmers who have most accidents because they operate dangerous machines.
- I** And of those two jobs, which is worse?
- L** Well looking at the numbers, fishing is the most dangerous job. They've got machinery and there's also the problem of the weather at sea. In Alaska I went out with a fisherman called Dan Murphy.
- I** And how was it?
- L** In the Arctic in winter it's cold, dark and very dangerous. This season Dan has broken his toe and has lost three of his fingers.
- I** Well at least he's alive.

Unit 9

page 84, exercises 3 and 4

K = Kevin M = Maeve

- K** So, Maeve, I was reading your blog about Australia.
- M** Yes? Did you like it?
- K** Yeah, I liked the bit about the signs. It must be great to see kangaroos. But why the sign? Are they dangerous?
- M** Not exactly, no, but you must watch out for them. If you're driving and you see one of those Kangaroo signs you should really slow down.
- K** Why's that? What do they do?
- M** Well they jump into the road, and if you're not careful you can run them over. There are something like 7,000 accidents with cars and kangaroos every year.
- K** Crikey. And do they drive on the left or the right in Australia?
- M** On the left. It's the same as here in Britain.
- K** And there are all these warning signs everywhere. It's like Australia's a really dangerous place.
- M** (*laughs*) It's not really dangerous, but the signs are scary. This beach one's my favourite. It's like danger, danger, danger!
- K** Yeah. You didn't go in the sea at that beach, did you?

- M** Yes, I went into the sea, but you must be careful, especially with the waves and the currents ...
- K** And the sharks!
- M** Usually it's OK, but if there is an alert you should stay out of the water.
- K** And what about that seagull sign. Even the seagulls in Australia are dangerous!
- M** Well, you shouldn't feed them. It's true, they can be aggressive. You must pick up all of your food if you have a picnic because the food isn't good for them.
- K** But anyway, you survived Australia.
- M** Yes, I did. The people were really friendly – it's just some of the animals you must watch out for ...

Extra Listening and Speaking

Unit 2

page 94, exercises 3 and 4

E = Eva D = Dad

- E** Oh, where is it?
- D** Morning, Eva. Do you want some breakfast?
- E** No, Dad! I haven't got time.
- D** Eva! What's wrong?
- E** I can't find my history book and I really need it today. I've got an exam!
- D** Calm down, Eva! Is it on the floor in the living room?
- E** I don't think so.
- D** What about your bedroom? Is it behind your desk?
- E** No, it isn't. I think it's in here.
- D** What? In the kitchen?
- E** Yes, Dad! I usually do my homework on the table here.
- D** Look, here's a history book! Is this what you're looking for?
- E** No, that's the wrong one. Maybe it's in the washing machine ...
- D** The washing machine! I'm sure it isn't in there.
- E** Here it is! It's in the microwave ...
- D** The microwave?
- E** ... and I know who is responsible for this. My brother! Where are you, Bryan? Bryan!

Unit 4

page 95, exercises 2 and 3

V = Visitor G = Guide

- V** Excuse me, do you know where Big Mountain is?
- G** Yes, it isn't far. Turn left and then go straight on. It's past Dark Forest and the lake. Big Mountain is on the left.
- V** Thanks. Is it good?

- G** Yeah, if you like scary rides.
- V** Oh, really?
- G** Yes. You sit in a barrel and you travel up a mountain. Suddenly the barrel falls down vertically.
- V** Wow!
- G** Then it goes under the ground and you can't see anything.
- V** It sounds great.
- G** It is!
- V** Is there a café near there?
- G** No, there isn't, but there's one near Fantastic Falls.
- V** How do I get there?
- G** Go to the lake and walk across the bridge.
- V** Can you sail across the lake?
- G** No, you can't! Walk across the bridge, then go straight on and Fantastic Falls is on your right. The café is near Fantastic Falls.
- V** Great! Thanks for your help.
- G** You're welcome. Have a nice day!

Unit 5

page 96, exercises 2 and 3

C = Clerk T = Tom

- C** Hello. Can I help you?
- T** Yes, can I just check something? Is *We Will Rock You* that musical about a rock band?
- C** Yes, that's right.
- T** Great, could you hang on a minute? I want to check which show my friend wants to see.
- Hello, Sally? I'm at the theatre. We can see *We Will Rock You*, *Swan Lake*, or *Hamlet*. *Swan Lake*? It's a ballet. Yes, I'd prefer to see a musical, too. *We Will Rock You* looks good! OK, great. Shall I book tickets then? OK, speak to you later Sally, bye!
- T** Sorry about that. She wants to go! Can I have two tickets for *We Will Rock You*, please?
- C** Certainly. Which date?
- T** Er, 18th October.
- C** OK, where would you like to sit? Front, middle or back?
- T** Er, how expensive are the seats in the middle?
- C** They're £28.00 each.
- T** Right. Are they more expensive than the seats at the back?
- C** Yes, they are. The ones at the back are £23.00 each.
- T** OK, can I have two seats at the back, please?
- C** Certainly. That's seats 11 and 12 in row V.
- T** Great!
- C** That's £46.00 altogether, please.
- T** Here you are.
- C** Thanks. Enjoy the show.

Unit 6

page 97, exercises 3 and 4

LD = Liam's Dad L = Lucy L2 = Liam

LD Hello.

L Oh hi, it's Lucy. Can I speak to Liam, please?

LD Sorry, he's out at the moment. He's at the park, I think. Can I take a message?

L Um ... yes, please, can you ask him to call me on my mobile?

LD Yes, of course. Has he got your number?

L I think so, but can you give it to him again? It's 07702 90453.

LD Hang on a minute. 07702 ... 90453.

L That's right.

LD OK, I'll give Liam the message when he comes home.

L Thanks very much! Bye.

LD Bye.

L2 Hi, this is Liam. Sorry I can't take your call right now. Please leave a message.

L Oh Liam, it's Lucy. Why aren't you answering your phone? Listen, the match starts at half past seven. We're meeting at Paul's house, and his dad will drive us to the stadium. You need to be at Paul's house at seven o'clock! His address is 68, Long Road. Oh, and the tickets cost £9.50. It's twenty to seven now, so you need to hurry. If you're late, we won't wait for you Liam! Call me when you get this message. Bye!

Unit 7

page 98, exercises 2 and 3

P = Paula A = Andy

P Come on Reds!

A Hi, Paula. Sorry I'm late.

P Andy! The match started twenty minutes ago.

A I know! I was playing a computer game and I didn't know what time it was.

P Well, you're here now.

A Yeah. What's the score?

P It's one all.

A Who scored first?

P Roma scored after five minutes.

A Really?

P Then Liverpool scored after 14 minutes.

A Fantastic! Is it an exciting match?

P Yeah, it's great. There's a fantastic atmosphere in the stadium. The fans are singing really loudly. Oh, look!

A and P Come on! Come on! Come on!

A He's going to score!

A and P Yeah!!

A Two-one to Liverpool! What a great goal!

P Wait a second. It wasn't a goal.

The referee said 'No!'

A Oh, no! That's a terrible decision!

P Don't worry. I'm sure Liverpool will score again.

A I don't think so. I think it'll be a draw.

P No, I'm sure we'll win this match *and* we'll win the Champions League ... again!

Unit 8

page 99, exercises 2 and 3

O = operator L = Lisa R = Robert

O Medical Direct. Can I take your name, please?

L Yes, it's Lisa. Lisa Brown.

O OK, Lisa, how can I help you?

L Well, I've burnt my hand and I'm not sure what to do.

O I see. What were you doing when you burnt it?

L I was making lunch.

O Lunch? What happened?

L I was taking some hot soup out of the microwave when it went on my hand.

O Oh, dear!

L It's very red and it *really* hurts.

O OK. You need to put your hand under cold water.

L Right.

O It's important to put it under cold water for ten minutes.

L OK, and then what?

O Well, I think it will be fine after that. But if it still hurts tomorrow, go and see your doctor.

L OK, I'll do that. Thanks for your help.

O You're welcome. Bye.

O Medical Direct. Can I take your name, please?

R Robert Hill.

O OK, Robert, how can I help you?

R It's my mum. She's got a problem with her knee.

O Oh, what happened?

R Well, she was walking along the street when she fell over.

O Can she walk?

R Yes, she can, but her knee is purple and it hurts a lot!

O It sounds like she's bruised it badly.

R OK. What's the best thing to do?

O First, put some ice on it. Ice is very good for bruises.

R OK.

O If it still hurts, she can take an aspirin. And she needs to sit down or lie down and rest it!

R But she's playing badminton tonight!

O I don't think that's a good idea! She mustn't move her leg a lot.

R OK. Thanks very much for your help.

O That's no problem. Bye.

Curriculum extra

Unit 5

page 104, exercises 2 and 3

Every year, grey whales migrate from the Bering Sea in the Arctic to the Pacific Ocean near Mexico. They make this journey between October and January, to breed in the warm sea. Their journey is 9,000 kilometres, and it takes three months. Then, between March and May, they travel back to the Arctic to feed.

Arctic terns start their journey in Shetland, off the coast of Scotland, between August and September. Then they travel almost half way around the world, to the Antarctic. This is the longest migration of any animal, a journey of 20,000 kilometres, which takes two to three months. Then they travel back to the north to breed, between March and June.

Unit 9

page 109, exercises 5 and 6

EM = Elderly Man B = Boy M = Mum

EM I've got a problem with a group of young people. They're always in front of my flat in the evening. One of the boys, Johnny, is a resident, but they're never near his door. It's always *my* door. They're always there when I go into my flat and they aren't very nice. They haven't got any respect for adults. Sometimes I'm scared to go into my flat. They also make a lot of noise at night. I can hear them when I'm in bed.

B I go to the block of flats where Johnny lives because there isn't much to do in the evenings. There's a good park in town and we often go there after school, but it closes at six o'clock. We can't hang around on the street in the evening. The police don't like that so we usually go into the block of flats. We can talk and listen to music there. There aren't any youth clubs near there. I think the local council should organize one.

M I've got a problem with my neighbours in the flat under mine. They've got a baby girl and she makes a lot of noise. She doesn't sleep and she cries *all* the time. I need to sleep during the day because I work at night. My son, Johnny, goes out with his friends in the evenings. Some people in our block think that he and his friends are a problem – but I don't know what I can do about it. I can't ask Johnny to stay at home all the time – our flat is very small, and I'm at work.

Culture

Unit 8

page 119, exercises 5 and 6

I = Interviewer M = Mark

I Mark, you look tired.

M I am! I'm exhausted.

I How many hours have you worked?

M Well, I started work at half past six this morning and it's half past six in the evening now. So that's twelve hours.

I That's a long time!

M Yes, but it's a normal day for me.

I Really? And have you responded to many emergency 999 calls today?

M Yeah, we have. Ten in total. One of them was a road accident, one of them was in a shopping centre, but the rest were in people's houses.

I What? At home?

M Yes. A lot of accidents occur in the home. It's a dangerous place, you know! A woman was changing a light bulb in her living room today when she fell off the chair and broke her ankle.

I Oh, no!

M Yes! Anyway she called 999 and we took her to hospital in the ambulance.

I Is your job dangerous?

M Yes, it can be. Sometimes we visit someone who's aggressive or violent.

I Really? Are you scared?

M No! I'm not scared of things like that, but the police usually come and help in those situations.

I Has a patient ever injured you?

M Yes! Someone's bitten my finger, and I've had cuts and bruises. Once a patient's dog bit my leg!

I But do you enjoy your job?

M Definitely. Every day is different so I never get bored.

Pronunciation bank

⇒ Workbook pages 100–102

Unit 1

Third person singular

Exercise 1 1.06

- Read the rubric with the class and model pronunciation of the three endings.
- Play the CD and ask students to listen.
- Drill the pronunciation of the verbs.

Exercise 2 1.07

- Refer students to the table.
- Play the CD and ask students to listen and tick the correct box.
- Check answers with the class and drill the pronunciation of any words that students found difficult.

ANSWERS

- /z/ – goes, needs, wears
- /s/ – likes, meets, works
- /ɪz/ – changes, finishes, watches

Exercise 3 1.08

- Play the CD and ask students to listen and check their answers.
- Play the CD again for students to listen and repeat.

Unit 2

/ə/

Exercise 1 1.13

- Model the pronunciation of *mirror* and point out the schwa.
- Play the CD and ask students to listen to the schwa in each word.
- Drill pronunciation of the words. Point out that there is no consistent spelling for the schwa sound in English.

Exercise 2 1.14

- Play the CD and ask students to listen and tick the words with the schwa.

ANSWERS

3 picture 5 cupboard 7 microwave

Exercise 3 1.15

- Play the CD and ask students to listen and check their answers.
- Play the CD again for students to listen and repeat.

Unit 3

Past tense -ed endings

Exercise 1 1.24

- Model the pronunciation of the three possible past tense endings.
- Play the CD and ask students to listen.
- Drill pronunciation of the past simple verbs.

Exercise 2 1.25

- Play the CD and ask students to listen and tick the correct box.

ANSWERS

- /d/ – lived, moved, stayed
- /t/ – liked, watched, worked
- /ɪd/ – counted, graduated, started

Exercise 3 1.26

- Play the CD and ask students to listen and check their answers.
- Play the CD again for students to listen and repeat.

Unit 4

Weak forms

Exercise 1 2.03

- Play the CD and ask students to listen to the weak forms.

Exercise 2 2.04

- Play the CD and ask students to listen and repeat, making sure they pronounce the weak forms correctly.

Exercise 3 2.05

- Play the CD and ask students to listen and tick the sentences containing weak forms.

ANSWERS

- 1 He was swimming across the river.
- 3 We were cycling on holiday.
- 5 It was very hot yesterday.

Exercise 4 2.06

- Play the CD and ask students to listen and check their answers.
- Play the CD again for students to listen and repeat.

Unit 5

Word stress

Exercise 1 2.16

- Focus on the stress patterns in the table, and point out that each dot represents a syllable, with the larger dot representing the stressed syllable.
- Play the CD and ask students to listen to the words and notice the word stress.
- Play the CD again and ask students to repeat, using the correct word stress.

Exercise 2 2.17

- Play the CD and ask students to listen and note down how many syllables each word has.

ANSWERS

1 3	3 2	5 2	7 3	9 3	11 2
2 2	4 3	6 2	8 2	10 3	

Exercise 3

- Refer students to the table and model pronunciation of the examples, pointing out the different stress patterns.
- Students write the words in the correct place in the table.

ANSWERS

- compete, compose, forget
- painter, program, writer
- prodigy, programmer
- artistic, computer, remember

Exercise 4 2.18

- Play the CD and ask students to listen and check their answers.
- Play the CD again for students to listen and repeat.

Unit 6

//

Exercise 1 2.36

- Play the CD and ask students to listen and tick the verb they hear.
- If necessary, play the CD again and ask students to listen and repeat.

ANSWERS

1 A I go	5 A They live
2 B We'll play	6 A We study
3 B I'll buy	7 B They'll travel
4 A You win	

Exercise 2 2.37

- Play the CD. Ask students to listen and repeat.

Unit 7

Recognizing contractions

Exercise 1 3.05

- Play the CD. Ask students to listen and note the difference between the contractions and the long forms.

Exercise 2 3.06

- Play the CD. Ask students to listen and circle the form they hear.

ANSWERS

1 What is	4 They are	7 When's
2 You're	5 Who's	8 She is
3 It's	6 one is	9 We've

Exercise 3 3.07

- Play the CD and ask students to listen and check their answers.
- Play the CD again for students to listen and repeat.

Unit 8

/ɪ/ and /i:/

Exercise 1 3.17

- Model pronunciation of the /ɪ/ and /i:/ sounds.
- Play the CD and ask students to listen.
- Play the CD again and ask students to listen and repeat.

Exercise 2

- Ask students to write the words in the correct box.

ANSWERS

- /ɪ/ – hit, river, sink, wind
- /i:/ – clean, meal, need, speak, teach

Exercise 3 3.18

- Play the CD and ask students to check their answers.
- Play the CD again for students to listen and repeat.

Unit 9

/ʌ/ and /ʊ/

Exercise 1 3.30

- Model pronunciation of the two vowel sounds.
- Play the CD for students to listen.
- Play the CD again for students to listen and repeat.

Exercise 2

- Students read and circle the word with the different sound.

ANSWERS

1 some	2 push	3 nothing	4 full
--------	--------	-----------	--------

Exercise 3 3.31

- Play the CD and ask students to listen and check their answers.

Workbook answer key

[page 4]

Starter unit

Vocabulary

- 1 2 grandson; h granddaughter
3 son; f daughter
4 father; c mother
5 husband; g wife
6 grandfather; d grandmother
7 nephew; a niece
8 brother; b sister
- 2 1 b son 3 c partner 5 d father
2 b brother 4 a twins
- 3 1 grandparents 5 aunt 9 granddaughter
2 parents 6 nephew 10 grandson
3 children 7 niece
4 uncle 8 cousins
- 4 Students' own answers.

[page 5]

Grammar

- 1 1 's 3 are 5 are 7 'm 9 is 11 are
2 'm 4 'm 6 're 8 's 10 ls 12 're
- 2 1 We 2 They 3 I 4 It 5 He
- 3 1 is 2 aren't 3 are 4 isn't 5 is
- 4 Students' own answers.
- 5 1 Peter's 4 Kate's 7 Sara's
2 Anna's 5 teacher's 8 grandparents'
3 parents' 6 brothers'

[page 6]

Vocabulary

- 1 1 history 4 geography 7 music
2 science 5 ICT 8 English
3 PE 6 French
- 2 1 notes 3 book 5 homework
2 exam 4 teacher 6 room
- 3 1 geography 3 exam 5 class
2 maths 4 book
- 4 Students' own answers.

[page 7]

Grammar

- 1 1 haven't 3 haven't 5 have
2 's 4 Has 6 has
- 2 2 Has your brother got a maths exam on Friday? f
3 Have we got two exercises for homework? d
4 Has the school got a new science laboratory? e
5 Have they got an interesting geography book? c
6 Has she got a PE lesson on Thursday? a
a has c have e hasn't
b haven't d haven't f has

- 3 1 there aren't 4 there's 7 there's
2 There are 5 There are 8 there aren't
3 there are 6 there isn't
- 4 Students' own answers.

[page 8]

Unit 1 Possessions

Vocabulary

- 1 1 an umbrella 3 money 5 an mp3 player
2 make-up 4 clothes
- 2 1 umbrella 4 mp3 player 7 keys
2 money 5 mobile phone 8 ID card
3 bus pass 6 make-up
- 3 1 bag 3 wallet 5 keys
2 sunglasses 4 ticket
- 4 Students' own answers.

[page 9]

Grammar

- 1 1 We are usually tired in the evenings.
2 Eva often wears too much make-up.
3 Pablo occasionally does his homework.
4 I have always got my ID card in my wallet.
5 Lucy is never late for school.
6 They don't often visit us at the weekend.
7 It's usually cold in winter.
8 Peter has hardly ever got enough money.
- 2 1 doesn't buy 4 don't 7 live
2 work 5 carry 8 wears
3 study 6 needs
- 3 1 He doesn't carry any money with him.
2 She watches too much TV.
3 He goes swimming twice a week.
4 We don't like horror films.
5 She doesn't wear make-up.
6 He uses an mp3 player to listen to music.
- 4 1 He works 4 He doesn't like
2 She doesn't use 5 They play
3 They don't wear

[page 10]

Vocabulary

- 1 Across:
4 listen to 8 watch 12 spend on
6 give to 9 play 13 read
Down:
1 meet 5 need 11 save
2 collect 7 buy on 12 study
3 go shopping with 10 wear
- 2 1 study 3 save 5 read
2 collect 4 buy; on
- 3 1 clothes 3 studying 5 jewellery
2 reading 4 making dinner
- 4 Students' own answers.

[page 11]

Grammar

- 1** 1 do 4 does 7 does
2 do 5 Does
3 Do 6 do
- 2** 1 When do you play tennis? e
2 Who does he visit after school? c
3 Where do they live? b
4 Does she study French? a
5 Why do they get up at six o'clock? f
6 Do you buy things on the internet? d
- 3** 1 don't mind spending 4 love listening
2 hates going 5 likes watching
3 prefer buying
- 4** Students' own answers.

Dictation

- 5** **Holly** Look at this, Luke.
Luke What?
Holly This computer game. What do you think of it?
Luke It's OK, I suppose.
Holly I love it. Don't you like playing computer games?
Luke Yes, but I prefer comics. Do you like reading?
Holly No, I hate it.

[page 12]

Reading

- 1** b had tattoos to look like a leopard.
- 2** 1 E 2 B 3 C 4 D
- 3** 1 true 2 false 3 true 4 false 5 false
- 4** 1 He lived alone.
2 He needed money.
3 He was 73 and needed an easier life.
4 He lives in a home for old people.
5 He doesn't need them.

Build your vocabulary

- 5** 1 b 2 d 3 a 4 e 5 c

[page 13]

Writing

- 1** 1 Evanescence
2 He's
3 Its
4 music, art and reading
5 Spain
6 Do
7 Spanish, Japanese and French
- 2** 1 I'm really into them. I also like playing my brother James's computer games. He doesn't mind.
2 We like playing football, art and reading. We're into music too.
3 We've got about 100 CDs. They're on shelves in our bedroom.

Task

- 3** 1 he's
2 quiet
3 He likes
4 doesn't; shopping
5 spends
6 playing
7 reading

- 8 football magazines
9 boys and girls
10 English, Spanish and French
11 learning German
12 play the guitar

- 4** Students' own answers.

[page 14]

Progress review

Grammar

- 1** 1 Luis occasionally forgets his keys.
2 We are usually early for school.
3 Maria has never got any money.
4 I hardly ever play football in the evenings.
5 She doesn't often carry an umbrella.
- a after b between c before
- 2** 1 carries 3 don't finish 5 doesn't need
2 don't study 4 watches 6 go
- 3** 1 What time do 3 Does
2 How often do 4 What does
- 4** 1 doesn't mind 3 reading
2 wearing 4 don't like
- 5** Students' own language.

[page 15]

Vocabulary

- 6** Students' own language.
- 7** 1 like 2 OK 3 stand 4 What 5 like 6 think
- 8** **Beth** Look at this hat.
Laura What, this blue hat?
Beth No, this red hat. What do you think of it?
Laura It's OK, I suppose. Why?
Beth I think it's really nice. Don't you like hats?
Laura Yes, but I prefer jewellery. Do you like this jewellery?
Beth No, I hate it.
Laura Oh well! We can't all have good taste!

[page 16]

Unit 2 Home

Vocabulary

- 1** bookcase 1
lamp 8
bed 4
chest of drawers 5
cupboard 3
chair 7
picture 6
mirror 2
table 9
- 2** 1 wardrobe 3 washing machine 5 desk
2 sofa 4 microwave 6 bath
- 3** 1 kitchen 3 bedrooms
2 dining room 4 bathroom
- 4** Students' own answers.

[page 17]

Grammar

- 1** 1 working 5 reading 8 living
2 sitting 6 changing 9 listening
3 playing 7 stopping 10 giving
4 doing
- 2** 1 'm studying 3 're having 5 's washing
2 's watching 4 're chatting 6 's sleeping
- 3** 1 Anna isn't reading her book. She's looking out of the window.
2 You aren't listening to the teacher. You're talking.
3 I'm not writing the answers. I'm using my mobile phone.
4 Daniel isn't sitting in his chair. He's running to the door.
5 We aren't using a dictionary. We're reading a magazine.
6 Freddie and Sara aren't studying. They're eating some biscuits.
- 4** Students' own answers.

[page 18]

Vocabulary

- 1** 1 does 3 have 5 tidy
2 cleans 4 makes 6 have
- 2** 1 go 3 do 5 have
2 has 4 tidies 6 does
- 3** 1 breakfast 3 the washing-up 5 my bed
2 to work 4 my room 6 to school
- 4** Students' own answers.

[page 19]

Grammar

- 1** 1 are 4 are 7 is
2 are 5 are
3 is 6 is
- 2** 1 Where are Kelly and Ben sitting? They're sitting on the sofa.
2 What is Kelly wearing? She's wearing jeans / trousers and a T-shirt.
3 What is Ben reading? He's reading a magazine / comic.
4 What are Kelly and Ben drinking? They're drinking juice.
- 3** 1 tidies 3 does; go
2 walk 4 having
- 4** 1 What are you doing now? Students' own answers.
2 What does your mum usually do at the weekend? Students' own answers.
3 What is your best friend doing at the moment? Students' own answers.
4 Where do you usually do your homework? Students' own answers.

Dictation

- 5** Mum Can you tidy the living room, please?
Sophie No, sorry. I'm busy at the moment.
Mum But there are a lot of your books on the floor!
Sophie Is it OK if I do it later?
Mum I suppose so, but don't forget to do it!
Sophie Thanks, Mum!

[page 20]

Reading

- 1** c a boat on the River Thames.
- 2** 1 B 2 D 3 C 4 A

- 3** 1 false 2 true 3 true 4 false 5 true

- 4** 1 The houseboat is seventy years old.
2 They're painting the houseboat.
3 They like it because it's really comfortable.
4 There are five cupboards in the kitchen.
5 She's making dinner.

Build your vocabulary

- 5** 1 stately home 3 museum 5 paintings
2 banquet 4 library

[page 21]

Writing

- 1** 1 and 3 but 5 because
2 because 4 and 6 but
- 2** 1 He's going to bed now because he's tired.
2 I often tidy my room, but I never do the washing-up.
3 At school we study history and we learn French.
4 We always get up early because school starts at 8.00.
5 I really want that picture, but I haven't got any money.

Task

- 3** 1 living 4 films 6 microwave
2 mother 5 clothes 7 shower
3 beds
- 4** Students' own answers.

[page 22]

Progress review

Grammar

- 1** 1 'm 5 'm not 9 is
2 's 6 isn't 10 Are
3 're 7 aren't 11 having
4 talking 8 Am

The present continuous is used to talk about an action in progress.

- 2** 1 What are you doing at the moment?
2 They aren't going to the museum.
3 We're watching a film on TV.
4 He isn't chatting to his friends on the internet.
5 Is Maria playing tennis now?
- 3** 1 's doing 3 do; have 5 arrive
2 don't go 4 aren't wearing 6 Are; talking

Translation

- 4** Students' own language.

[page 23]

Vocabulary

- 5** Students' own language.
- 6** 1 Where's the green lamp?
2 It's there on the table.
3 Is there a mirror anywhere?
4 Yes, there's one next to the wardrobe.
5 Where's the new chair?
6 It's there in front of the bed.
7 Is there a washing machine anywhere?
8 Yes, there's one under the microwave.

- | | | | |
|---|----------|---------|-----------|
| 7 | 1 tidy | 5 on | 8 OK |
| | 2 on | 6 doing | 9 suppose |
| | 3 in | 7 need | 10 do |
| | 4 moment | | |

[page 24]

Unit 3 Looking back

Vocabulary

- | | | | |
|---|------------------------|-------------------|--------|
| 1 | 1 went | 4 left | 6 was |
| | 2 did | 5 bought | 7 left |
| | 3 won | | |
| 2 | 1 grew | 3 moved | 5 got |
| | 2 left | 4 became | 6 had |
| 3 | 1 He left home. | 4 He got married. | |
| | 2 He got a job. | 5 He had a child. | |
| | 3 He bought a house. | | |
| 4 | Students' own answers. | | |

[page 25]

Grammar

- | | | | |
|---|--|----------|----------|
| 1 | 1 moved | 4 left | 7 went |
| | 2 didn't | 5 become | 8 got |
| | 3 do | 6 grew | 9 didn't |
| 2 | 1 She didn't graduate from university. | | |
| | 2 You didn't win a computer. | | |
| | 3 I bought a house. | | |
| | 4 You didn't do the exam. | | |
| | 5 They didn't leave home. | | |
| | 6 We got married. | | |
| | 7 It had a big kitchen. | | |
| | 8 We moved to London. | | |
| 3 | 1 Where did you grow up? | | |
| | 2 Did she get married? | | |
| | 3 What did he wear at the party? | | |
| | 4 Why did they move to London? | | |
| | 5 Did we win the prize? | | |
| | 6 Did you listen to the CD? | | |
| | 7 When did it happen? | | |
| | 8 How many people did you see? | | |
| 4 | 1 Did she go to school? No, she didn't (go to school). | | |
| | 2 What did she become? She became a nurse. | | |
| | 3 Who did she help? She helped soldiers. | | |
| | 4 Did she get married? No, she didn't (get married). | | |
| | 5 When did she die? She died in 1910. | | |

[page 26]

Vocabulary

- | | | | |
|---|------------------------|------------|-----------|
| 1 | 1 angry | 4 cute | 7 nervous |
| | 2 naughty | 5 scary | 8 upset |
| | 3 lonely | 6 happy | 9 boring |
| 2 | 1 upset | 4 horrible | 7 scary |
| | 2 tasty | 5 boring | 8 strange |
| | 3 exciting | 6 nervous | |
| 3 | 1 tasty | 4 angry | 7 cute |
| | 2 upset | 5 lonely | |
| | 3 naughty | 6 happy | |
| 4 | Students' own answers. | | |

[page 27]

Grammar

- | | | | |
|---|---|-----------|-----------------|
| 1 | 1 were | 5 was | 8 Were; weren't |
| | 2 wasn't | 6 were | 9 was |
| | 3 Was; wasn't | 7 weren't | 10 weren't |
| | 4 wasn't | | |
| 2 | 1 There were three boring history books. | | |
| | 2 There was a horrible egg sandwich. | | |
| | 3 There was an mp3 player. | | |
| | 4 There weren't any tasty crisps. | | |
| | 5 There wasn't a scary DVD. | | |
| | 6 There weren't any expensive sunglasses. | | |
| | 7 There wasn't a bus pass. | | |
| 3 | 1 you happy | | |
| | 2 wasn't anything to drink / a lot of food | | |
| | 3 were some nice people | | |
| | 4 was a lot of food | | |
| 4 | 1 We moved to a big house three years ago. | | |
| | 2 Two days ago my mum got a new job. | | |
| | 3 Six weeks ago Lily bought a mobile phone. | | |

Dictation

- | | | |
|---|------------|--|
| 5 | Ben | How was your weekend? |
| | Max | Not bad, thanks. |
| | Ben | What did you do? |
| | Max | I played handball at the sports centre with my friends. |
| | | What about you? |
| | Ben | I went to a football match. It was really fun! When did you last go to a football match? |
| | Max | I don't know. I think it was two years ago. |

[page 28]

Reading

- | | | |
|---|--|----------------------------|
| 1 | c | human and animal memories. |
| 2 | 1 false 2 true 3 false 4 false | |
| 3 | 1 chimpanzees | 4 find |
| | 2 memories | 5 forget |
| | 3 hide | |
| 4 | 1 The position of the numbers on the screen. | |
| | 2 They hide thousands of seeds every year. | |
| | 3 They can choose the best form of memorization. | |
| | 4 Students' own answers. | |

Build your vocabulary

- | | | |
|---|---------------|----------------|
| 5 | 1 from memory | 4 memorize |
| | 2 forget | 5 photographic |
| | 3 remember | 6 memorization |

[page 29]

Writing

- | | |
|---|---|
| 1 | 1 then 2 then 3 that 4 then 5 Finally |
| 2 | 1 Then we had a drink and we started dancing. |
| | After that we were tired so we sat down and talked. |
| | Finally we went home at about midnight. |
| | 2 First we bought our tickets for the zoo. |
| | Then we saw the chimpanzees. |
| | After that it was time for lunch. |
| | Finally we got the bus home after lunch. |

Task

- 3** 1 arrived 5 played 8 had
2 had 6 ate 9 enjoyed
3 went 7 travelled 10 was
4 were

4 Students' own answers.

[page 30]

Progress review

Grammar

- 1** 1 didn't start 3 bought 5 had
2 Did; leave 4 Did; do 6 weren't born
- 2** 1 was 5 were 9 were
2 There were 6 wasn't 10 there were
3 There was 7 Was 11 was
4 weren't 8 there was

- 3** 1 I watched a football match a week ago.
2 My sister got married two years ago.
3 Two months ago my brother started a new school.
4 Three weeks ago we moved to Barcelona.
5 We went to a restaurant three days ago.

4 Students' own language.

[page 31]

Vocabulary

- 5** Students' own language.
- 6** 1 a 2 d 3 b 4 c 5 e
- 7** 1 It looks like Helen.
2 I think it's Anna.
3 What about you, Tim?
4 But it might be Julia.
5 How was your weekend?
6 When did you last play basketball?
7 What did you do yesterday?
8 Let's play next weekend.

[page 32]

Unit 4 Dare!

Vocabulary

- 1** 2 e 3 d 4 a 5 b
- 2** 1 a 2 b 3 d 4 a 5 b
- 3** 1 run around 3 run into 5 sail around
2 fall off 4 swim across 6 climb down

4 Students' own answers.

[page 33]

Grammar

- 1** 1 were 4 were 7 weren't
2 wasn't 5 was
3 was 6 were
- 2** 1 Mike was playing football an hour ago.
2 They were climbing down the mountain at seven o'clock yesterday evening.
3 She wasn't skiing last Saturday at this time.
4 Alex and James were swimming half an hour ago.
5 It wasn't raining this afternoon.
6 You were sailing last Sunday at this time.

- 3** 1 weren't listening 5 wasn't doing
2 were having 6 was relaxing
3 were cycling 7 were watching
4 was sailing

4 Students' own answers.

[page 34]

Vocabulary

- 1** 1 mountains 4 river 7 falls / waterfall
2 lake 5 forest
3 desert 6 valley
- 2** 1 sea 4 river 7 ocean
2 pole 5 desert
3 mountains 6 falls
- 3** 1 c 2 a 3 d 4 a 5 d 6 c

4 Students' own answers.

[page 35]

Grammar

- 1** 1 Were they having lunch at two o'clock?
2 Who was Nuria talking to?
3 What were we doing in class last week?
4 Was it raining yesterday afternoon?
5 Why were you climbing up that big rock?
- 2** 1 What was he wearing? He was wearing a T-shirt and shorts.
2 Were people taking photos? Yes, they were taking a lot of photos of him.
3 Where were they playing? They were playing at the Bernabéu.
4 Were they winning the match at half-time? No, they were losing 2-0.
- 3** 1 were swimming; started
2 had; was skiing
3 wasn't listening; asked
4 saw; were driving
5 weren't looking; fell off

4 Students' own answers.

Dictation

- 5** **Robbie** Hi, Jade. How was your holiday?
Jade It was great, thanks. What was the weather like here last week?
Robbie It was horrible!
Jade Really?
Robbie Yes, it was snowing and raining.
Jade You're kidding! The sun was shining on my holiday!

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Reading

- 1** 1 d 2 a
- 2** 1 E 2 B 3 A 4 C
- 3** 1 true 3 false 5 true
2 false 4 true
- 4** 1 They finished their trip in August.
2 They went to Italy.
3 They were driving across the desert in Libya.
4 He fell off his motorbike because Charley hit him.
5 Thousands of spectators and tourists were waiting for them in Cape Town.

Build your vocabulary

- 5** 1 rescuers 3 tourists
2 daredevils 4 spectators

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Writing

- 1** 1 when 3 when 5 as soon as
2 as soon as 4 while
2 2 e 3 a 4 b 5 c
a as soon as c while e as soon as
b when d when

Task

- 3** 3, 6, 1, 5, 2, 4
4 Students' own answers.

Progress review

Grammar

- 1** 1 was 4 wasn't 7 Was
2 were 5 weren't 8 Were
3 climbing 6 driving 9 swimming

The present continuous is used to talk about an action in progress.

- 2** 1 wasn't having; was walking
2 weren't climbing; were relaxing
3 wasn't raining; was shining
4 weren't listening; were looking
5 were reading; weren't tidying
3 1 Who was Fernando talking to?
2 Where was she skiing last week?
3 Were you walking to school at 7.00?
4 Was it raining last Wednesday?
4 1 was cycling; fell
2 were driving; had
3 wasn't wearing; started
5 Students' own language.

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Vocabulary

- 6** Students' own language.
7 1 Was it sunny here yesterday? b
2 What was the weather like last weekend? e
3 What's the weather usually like in the spring? d
4 Was it snowing this morning? c
5 What's the weather like now? a
8 1 like 3 kidding 5 amazing
2 nice 4 Really 6 Well

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Unit 5 Clever

Vocabulary

- 1** 1 composer 4 dancer 7 singer
2 writer 5 winner 8 cook
3 player 6 programmer
2 1 sings 3 dances 5 painter
2 writer 4 composer

- 3** 1 Rafael Nadal wins a lot of tennis matches.
2 Tom Paquin programs computers.
3 Isabel Allende writes books.
4 Andrew Lloyd Webber composes music.
5 Alexandra Nechita paints pictures.
6 Jamie Oliver cooks amazing food.
7 Placido Domingo sings in operas.
4 Students' own answers.

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Grammar

- 1** 1 can't 4 can 7 can
2 could 5 could 8 couldn't
3 can't 6 couldn't
2 1 I can't write Japanese.
2 You can speak German.
3 He can't play tennis.
4 She could paint pictures when she was four.
5 It could swim about ten metres.
6 It can't understand English.
7 We couldn't cook when we were children.
8 They can't program a computer.
3 Students' own answers.
4 2 How many; e 4 How tall; b
3 How strict; c 5 How much; a

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Vocabulary

- 1** 2 common; e 4 slow; a 6 wild; c
3 heavy; g 5 stupid; f 7 peaceful; b
a fast d practical f intelligent
b aggressive e rare g light
c domesticated
2 1 intelligent 3 artistic 5 aggressive
2 heavy 4 rare 6 light
3 1 Dogs aren't wild. They're domesticated.
2 Gorillas are practical. They aren't artistic.
3 Blue whales are heavy. They aren't light.
4 Chimpanzees aren't stupid. They're intelligent.
5 Rabbits aren't rare. They're common.
4 Students' own answers.

[page 43]

Grammar

- 1** 1 b 2 c 3 b 4 c 5 b 6 b
2 1 Giraffes are the tallest animals in the world.
2 Elephants aren't longer than blue whales.
3 Humans are more common than tigers.
4 Have chimpanzees got the best memory?
5 Dolphins aren't the noisiest animals in the sea.
6 Gorillas aren't the most aggressive animals.
7 Are humans the most dangerous animals in the world?
3 1 Humans are more intelligent than gorillas.
2 Blue whales are the biggest animals in the world.
3 Monkeys are heavier than spiders.
4 Tigers are faster than zebras.
4 1 Your bedroom is cleaner than the kitchen.
2 My house is the furthest from our school.
3 My sister is the best singer in her school.
4 Cats are more intelligent than fish.
5 My brother is the most artistic boy in his class.

Dictation

- 5 Sam** What do you think of this poster? It's for my friend. She's into art.
Jess It's OK. Who's it by?
Sam I'm not sure. I don't know much about art.
Jess That one's better.
Sam Do you think so?
Jess Definitely. It's more interesting.
Sam Maybe. Yes, I think you're right.

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Reading

- 1** 1 university 2 like 3 good
2 1 true 3 false 5 false
 2 false 4 true 6 true
3 1 university 5 learns
 2 friends 6 parents
 3 likes 7 school
 4 subject
4 Students' own answers.

Build your vocabulary

- 5** 1 punish 3 train 5 help
 2 relax 4 make

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Writing

- 1** 1 which 3 where 5 where
 2 when 4 which 6 when
2 1 David Beckham moved to Manchester, where he trained as a footballer.
 2 Elvis Presley was 42 when he died.
 3 Neil Armstrong walked on the moon when he was 38.
 4 Salvador Dalí was born in Figueres, where he grew up.

Task

- 3** 1 in acting when 5 playing
 2 1999 6 famous for
 3 first major film 7 plays and TV dramas
 4 Best Actor 8 Daniel Radcliffe
4 Students' own answers.

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Progress review

Grammar

- 1** 1 couldn't 3 could 5 can
 2 can 4 can't 6 couldn't
2 1 How strict are your parents? d
 2 How much money did you spend on that bag? a
 3 How often do they go swimming? e
 4 How long is a blue whale? c
 5 How old was Ella when she got married? b
3 worse than; the worst
 better than; the best
 bigger than; the biggest
 rarer than; the rarest
 noisier than; the noisiest

- 4** 1 bigger than
 2 common than
 3 the fastest
 4 further than
5 Students' own language.

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Vocabulary

- 6** Students' own language.
7 1 about 3 know 5 know
 2 into 4 about
8 Rachel Look at these paintings. I like this one.
Harry Who is it by? It is by Goya?
Rachel I'm not sure. Let's ask Dan. He's into art.
Harry Dan, is this painting by Goya?
Dan I think so. I know a bit about his work.
Harry Well, I don't know anything about art. But I think that one's better.
Rachel Do you think so?
Harry Definitely. The other one's a bit dark.

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Unit 6 Life in numbers

Vocabulary

- 1** 1 a dozen / twelve
 2 six million
 3 a half
 4 a quarter
 5 nought / zero
 6 three thousand, nine hundred and fifty-eight
 7 eight hundred and two
2 1 months 4 millennium 7 decade
 2 weeks 5 days 8 minutes
 3 years 6 hours 9 seconds
3 1 a quarter 3 a dozen 5 a couple
 2 a half 4 a few
4 1 century 4 million 7 weeks
 2 days 5 months
 3 hours 6 millennium

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Grammar

- 1** 1 won't 2 'll 3 won't 4 Will 5 'll 6 Will
2 2 Who will be the best racing driver next season? d
 3 Will Spain win the next football World Cup? f
 4 What will children study in the future? a
 5 Will Duffy have a number one record next year? c
 6 Where will people live in the next millennium? e
3 1 Don't worry! Your teacher won't be angry.
 2 We'll buy a new car next year.
 3 I think it will rain later.
 4 Will you travel a lot in the future?
 5 I'm very ill. I won't go to the party tomorrow.
4 Students' own answers.

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Vocabulary

- 1** 1 generous 4 friendly 7 negative
2 moody 5 patient
3 impatient 6 positive

J + generous, friendly, patient, positive
L – moody, impatient, negative

- 2** 1 friendly 4 practical 7 serious
2 generous 5 mean 8 negative
3 ambitious 6 impatient 9 patient
- 3** 1 ambitious 3 friendly 5 positive
2 shy 4 generous 6 moody
- 4** Students' own answers.

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Grammar

- 1** 1 they don't have breakfast, they'll be hungry.
2 catch the bus if he runs.
3 you go to the cinema if it's sunny?
4 you ask your sister, she'll help you.
5 understand if we listen to the teacher.
6 you see him, will you say hello?
- 2** 1 will you say 4 see 7 snows
2 will be 5 won't become 8 's
3 don't pass 6 'll win
- 3** 1 'll be 3 won't be 5 say
2 'll get 4 'll have 6 do
- 4** Students' own answers.

Dictation

- 5** **Joe** Do you reckon the world will become hotter in the future?
Anna Yes, probably. What about you?
Joe I'm pretty sure that the weather will change in the next century.
Anna Yes, definitely. And I bet it'll become hotter in the next decade.
Joe Really?
Anna Yes. It'll probably be hotter next summer!

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Reading

- 1** a golf, c football, d tennis
- 2** 1 Tiger Woods 3 Fernando Torres 5 Goran Ivanisevic
2 Goran Ivanisevic 4 Serena Williams
- 3** 1 false 2 false 3 true 4 false
- 4** 1 He wears them for the last game of a tournament.
2 Players sometimes wear special things because they're superstitious.
3 He puts out three football shirts and three pairs of shorts, socks and boots.
4 She's got three or four lucky dresses.

Build your vocabulary

- 5** 1 fortune 3 prosperity
2 unlucky 4 superstition

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Writing

- 1** 1 believe 3 want 5 knows
2 has 4 think
- 2** 1 believes 3 feels 5 watch
2 read 4 talk 6 are

Task

- 3** 1 there will be more sport on TV
2 there will be a lot more football
3 One or two people think that we will probably have
4 Everybody says that children will definitely watch
- 4** Students' own answers.

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Progress review

Grammar

- 1** 1 'll 2 travel 3 won't 4 visit 5 Will 6 study
- 2** 1 'll go 3 will eat 5 won't rain
2 won't read 4 won't spend 6 will climb
- 3** 1 Will our team win the match?
2 Where will people live in the future?
3 Will Cara study maths at university?
4 What will you do next year?
- 4** 1 will 2 don't 3 visits 4 won't 5 's 6 rains
- 5** Students' own language.

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Vocabulary

- 6** Students' own language.
- 7** 1 Yes, definitely 4 reckon
2 pretty sure 5 probably
3 bet 6 definitely not!
- 8** **Sam** I'm doing a survey about the future. Can I ask you a question?
Eve Yes, of course. I'm not doing anything.
Sam The first question is, 'Will people move to a different planet one day?'
Eve Let me think. No, probably not.
Sam Really? I disagree. I reckon some people will live on another planet in the future.
Eve What's the second question?
Sam The second question is, 'Will people go on holiday to the moon?' What do you think?
Eve Yes, definitely. I'd love to go to the moon!

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Unit 7 Sport for all

Vocabulary

- 1** 1 journalist 3 referee 5 loser
2 trainer 4 supporter
- 2** 1 sponsor 3 supporter 5 referee
2 journalist 4 loser 6 trainer
- 3** 1 a 2 b 3 c 4 a 5 c
- 4** Students' own answers.

[page 57]

Grammar

- 1** 1 Eat 3 Watch 5 Don't get
2 Don't go 4 Listen
- 2** 1 're going to 3 's going to
2 aren't going to 4 'm not going to
- 3** 1 I'm not going to play football tomorrow.
2 The players are going to have new sponsors.
3 We aren't going to watch the tennis match.
4 He isn't going to be the captain next year.
- 4** 1 I'm not going to speak to the journalist.
2 Maybe the manager will be angry.
3 The finalists are going to practise before the match.
4 I think you'll find a new sponsor.
5 She isn't going to go to bed early tonight.
6 Maybe he won't buy any players.
7 We aren't going to watch the game on TV.
- 5** Students' own answers.

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Vocabulary

- 1** 1 tennis player 5 rugby fan
2 golf champion 6 table tennis match
3 cycling team 7 swimming trophy
4 skiing instructor
- b golf champion f cycling team
c tennis player g swimming trophy
d skiing instructor h table tennis match
e rugby fan
- 2** 1 swimming champion 4 basketball player
2 athletics club 5 football match
3 rugby stadium
- 3** 1 team 3 competition 5 season
2 match 4 instructor 6 tournament
- 4** 1 football player 3 swimming team
2 cycling competition 4 Students' own answers.

[page 59]

Grammar

- 1** 1 Are; am 3 she; isn't 5 going; you
2 going 4 to meet 6 say
- 2** 1 'Where are you going to practise?'
'I'm going to practise at the athletics stadium.'
2 'Are we going to watch the match?'
'Yes, we are.'
3 'What time is it going to start?'
'It's going to start at two o'clock.'
4 'Who is she going to support?'
'She's going to support Roger Federer.'
5 'Are they going to sponsor the team?'
'Yes, they are.'
6 'Are you going to buy a ticket?'
'No, I'm not.'
7 'When is he going to play?'
'He's going to play on Tuesday.'
- 3** Students' own answers.
- 4** 1 We aren't going 4 We're spending
2 We're flying 5 we're driving
3 Are your friends meeting

Dictation

- 5** Jack Are you doing anything this weekend?
Kelly No, nothing special. What are you up to?
Jack I'm meeting some friends this evening.
Kelly Why? What's happening?
Jack We're seeing a film. It's on at eight o'clock if you're interested.
Kelly Sounds good! Shall I meet you at the cinema?
Jack OK. See you there.

[page 60]

Reading

- 1** c at a youth club
- 2** 1 C 2 A 3 B
- 3** 1 He wins a lot of medals.
2 He became very good at table tennis.
3 Darins first tried table tennis at a youth club.
4 In Nottingham the facilities were better.
5 He trained in Nottingham for two years.
- 4** 1 His father was often in prison.
2 Gideon Ashison, the trainer, noticed his talent.
3 They invited him to practise there.
4 He was fifteen years old.

Build your vocabulary

- 5** 1 try 3 start 5 race
2 support 4 contact 6 happen

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Writing

- 1** 1 14th November 3 James Goodwin
2 Sir or Madam 4 Manager
- 2** b writing e will h look
c in f contact i Yours
d are going g need

Task

- 3** 1 b 2 c 3 a
- 4** Students' own answers.

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Progress review

Grammar

- 1** 1 Don't buy the player.
2 Go to bed early.
3 Don't be late for training.
4 Learn the rules.
5 Don't forget the tickets.
- 2** 1 'm not going to win 5 aren't going to get
2 's going to go 6 Are; going to buy
3 is going to be 7 Is; going to start
4 Are; going to watch 8 're going to meet
- 3** 1 's going to watch 3 won't need
2 isn't going to talk 4 'll feel
- 4** 1 'm seeing 3 aren't 5 coming
2 going 4 staying
- 5** Students' own language.

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Vocabulary

6 Students' own language.

- 7 1 doing 4 meet 7 up
2 got 5 at
3 interested 6 What's

- 8 **Tim** What are you up to tonight? Have you got any plans?
Josie No, nothing special. Are you doing anything this evening?
Tim No, I'm staying at home tonight. But what's happening tomorrow?
Josie We're going to the cinema tomorrow. The film is on at eight thirty if you're interested.
Tim That sounds great! Shall I meet you outside the cinema at eight fifteen?
Josie OK. See you tomorrow at eight fifteen.

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Unit 8 Are you scared?

Vocabulary

- 1 1 BOUGHT 4 FALLEN
2 PLAYED; PAINTED 5 MET
3 SWUM; STUDIED 6 DRIVEN
- 2 1 correct 4 correct 7 fallen
2 driven 5 correct
3 swum 6 done
- 3 1 visited 2 met 3 been 4 done 5 fallen 6 swum
- 4 Students' own answers.

[page 65]

Grammar

- 1 1 haven't 3 haven't 5 's
2 've 4 hasn't 6 've
- 2 1 haven't visited; 've studied
2 has cooked; haven't eaten
3 's seen; hasn't watched
4 have learnt; haven't spoken
5 hasn't touched; 's read
6 've written; haven't played
7 've won; haven't tried
- 3 1 have lived 4 's won 6 hasn't won
2 's played 5 have written 7 haven't seen
3 hasn't finished
- 4 1 He hasn't spoken a lot of Italian.
2 He's learnt more about Roman history.
3 He hasn't swum in an Italian lake.
4 Lucy and Fatima have visited Venice.
5 They haven't tried sailing.
6 They've seen a painting by Michelangelo.

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Vocabulary

- 1 1 burn 3 bruise 5 injury
2 broken 4 bite 6 sprained
- 2 1 a 2 b 3 d 4 c 5 b
- 3 1 broken 3 bitten 5 bruised
2 injured 4 burn

- 4 1 bite 3 cut 5 broken
2 bruised 4 break 6 injury

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Grammar

- 1 1 Has he broken his leg?
2 Has she burnt her hand?
3 Have you ever seen a snake?
4 Has that big mosquito bitten you?
5 Have they had an accident?
- 2 2 Have you bruised your finger? a
3 Has your sister been in danger? d
4 Have we finished the lesson? e
5 Has your dad sprained his ankle? c
- 3 1 Have you ever broken your arm?
2 Have they ever slept outside in a storm?
3 Has she ever climbed a big mountain?
4 Have you ever met a pop star?
5 Has he ever played golf?
- 4 Students' own answers.

Dictation

- 5 **Greg** Are you OK, David?
David No, I'm not. I've injured my leg.
Greg How did that happen?
David I fell off my bike this morning.
Greg Maybe you need to go to the doctor.
David No, it doesn't hurt.

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Reading

- 1 Spain and the UK.
- 2 1 b 2 c 3 c 4 a
- 3 1 false 2 false 3 true 4 false 5 true
- 4 1 It's at Alton Towers in the UK.
2 She's taken about fifty photos of *Oblivion*.
3 She first went on *Furius Baco* in June 2007.
4 She's stayed near PortAventura three times.
5 You can lose your money.

Build your vocabulary

- 5 1 terrified 3 scary
2 ridiculous 4 strange

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Writing

- 1 2 e 3 d 4 a 5 c
- 2 1 present perfect; 's cut
2 will; will arrive
3 can / can't; can't walk
4 present continuous; is falling
5 imperative; Shut

Task

- 3 1 a snake bit
2 've tried to walk
3 can't move
4 'll find a doctor
5 's getting dark
- 4 Students' own answers.

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Progress review

Grammar

- 1** 1 have 2 has 3 eaten 4 haven't 5 hasn't 6 driven 7 Have 8 Has 9 visited

The present perfect is used to talk about an experience or a change in a situation.

- 2** 1 seen 2 been 3 studied 4 met 5 watched 6 read 7 played 8 written 9 eaten 10 driven
- 3** 1 Have; injured 2 haven't 3 've sprained 4 haven't broken 5 Has; had 6 's burnt 7 hasn't fallen
- 4** Students' own language.

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Vocabulary

- 5** Students' own language.
- 6** 1 c 2 d 3 g 4 a 5 f 6 b 7 e
- 7** 1 Have 2 have 3 amazing 4 Have 5 haven't 6 No 7 Really 8 Was he

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Unit 9 On the street

Vocabulary

- 1** 1 open space 2 sign 3 noise 4 pollution 5 crime 6 youth club 7 street light
- 2** 1 litter 2 vandalism 3 signs 4 youth club 5 park 6 security cameras
- 3** 1 bin 2 pollution 3 public transport 4 graffiti 5 street light
- 4** Students' own answers.

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Grammar

- 1** 1 an 2 – 3 a 4 an 5 – 6 a
- 2** 1 any 2 some 3 a lot of 4 some 5 many 6 any
- 3** 1 There aren't any 2 There aren't many / a lot of 3 There are a lot of 4 There isn't much / a lot of 5 There are some
- 4** Students' own answers.
- 5** 1 There isn't anything on TV. I'll read a book instead. 2 There was someone in the office a few minutes ago. 3 There wasn't anyone at the party. Katie was very upset. 4 Is there anywhere to sit down? 5 Let's go somewhere for a walk.

[page 74]

Vocabulary

- 1** 1 Slow down 2 Get on 3 Get off 4 Pick up 5 Go into
- 2** 1 put down 2 run over 3 speed up 4 Stay out of 5 Take off
- 3** 1 get on a bus 2 get off at their bus stop 3 watch out for cars 4 go into my classroom 5 pick up my bag 6 take off my jacket
- 4** 1 gets on 2 speeds up 3 slows down 4 watches out for 5 gets off 6 takes off 7 goes into

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Grammar

- 1** 1 mustn't 2 should 3 mustn't 4 should 5 mustn't
- 2** 1 mustn't use a mobile phone 2 should carry an umbrella 3 must stop 4 must take off our shoes 5 shouldn't wear so much make up
- 3** 1 mustn't take our phones to school 2 must do your homework now 3 should speed up 4 mustn't play ball games here 5 shouldn't eat so much junk food
- 4** Students' own answers.

Dictation

- 5** **Nadia** Hi, guys. What's going on?
James We're looking at some photos of the Alhambra. You really must go there.
Miriam Yes, it's beautiful. But it's not worth going to see it in the summer. It's too hot.
James I don't agree. I think it's worth seeing at any time of year.
Nadia Really?
James Yes, and there's a lot to do in Granada. You should visit the cathedral too.

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Reading

- 1** a Banksy's real name.
- 2** 1 true 2 false 3 false 4 true 5 true
- 3** 1 Celebrities 2 graffiti 3 police 4 exhibition 5 work
- 4** 1 Businesses and celebrities are interested in it. 2 They've paid thousands of pounds for it. 3 He hides his identity because graffiti is a crime. 4 It is beautiful, funny and sometimes political. 5 They allowed it to stay.

Build your vocabulary

- 5** 1 police 2 Volunteers 3 council 4 Businesses

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Writing

- 1** 1 so 3 As a result
2 so 4 As a result
- 2** 2 There are security cameras in shops. As a result, people feel safer.
3 The teenagers have nothing to do, so they're often on the streets in the evenings.
4 There aren't enough bins, so there's a lot of litter on the street.

Task

- 3** 1 to help teenagers in my town
2 a fantastic youth club
3 things for teenagers to do
4 costs too much money
5 to close it
6 The youth club is really important for the town
7 somewhere to go
8 the youth club open
- 4** Students' own answers.

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Progress review

Grammar

- 1** 1 a 3 – 5 a 7 a
2 – 4 an 6 an 8 –
- 2** 1 There are some street lights.
2 There aren't any youth clubs.
3 Is there much pollution?
4 There isn't much traffic.
5 Are there many open spaces?
- 3** 1 anywhere 4 anything
2 somewhere 5 anyone
3 something 6 someone
- 4** 1 mustn't 4 should
2 should 5 must
3 shouldn't 6 mustn't
- 5** Students' own language.

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Vocabulary

- 6** Students' own language.
- 7** 1 You really must go to Cordoba.
2 It's worth seeing.
3 It's not worth going to Madrid in the summer.
4 He should try to see the film.
5 You should see the painting.
6 What's going on?
- 8** 1 a Yes. It's worth seeing.
2 c We're organizing a party.
3 e Yes, there's a lot to do.
4 b Yes, all we need is something to drink.
5 d Yes, I am. You should come, it'll be great!

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Grammar practice Starter unit

- 1** 1 're 2 Is 3 'm 4 's 5 Are 6 're
- 2** 1 Adrian and Nerea aren't from Portugal.
2 My teacher isn't strict.
3 We aren't Italian.
4 You aren't interested in basketball.
- 3** 1 Are you Rory and Paul's cousin?
2 We like David's computer.
3 My grandparents' names are Alan and Ann.
4 The twins' birthday is on Tuesday.
5 This is my sister's homework.
- 4** 1 You haven't got any history homework.
2 I haven't got black hair.
3 They've got four children.
4 He hasn't got a strict teacher.
- 5** 1 Has she got an English dictionary?
No, she hasn't.
2 Have we got a French exam?
Yes, we have.
3 Have you got a geography lesson now?
No, I haven't.
- 6** 1 There's 4 Are there
2 There isn't 5 Is there
3 there aren't

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Grammar practice unit 1

- 1** 1 don't often 4 often
2 occasionally 5 usually
3 sometimes
- 2** 1 's hardly ever 5 've never got
2 sometimes go 6 always know
3 're often 7 doesn't often
4 's usually
- 3** 1 watches 4 finishes 7 goes
2 uses 5 needs 8 buys
3 studies 6 wears 9 lives
- 4** 1 doesn't wear 4 changes
2 go 5 don't watch
3 carries
- 5** 1 Do I need my ID card for school?
2 Does she carry a lot of things in her bag?
3 Do you watch too much TV?
4 Do the use the laptop for their homework?
5 Do we finish school at three o'clock today?
- 6** 1 don't mind cooking 4 love running
2 hates tidying 5 don't like wearing
3 prefer reading

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Grammar practice unit 2

- 1** 1 studying 4 running 7 swimming
2 making 5 cleaning
3 tidying 6 writing
- 2** 1 aren't using 4 doing
2 is sitting 5 'm having
3 aren't making 6 isn't cleaning

- 3** 1 They aren't doing the washing-up.
2 He isn't spending a lot of money at the shops.
3 I'm not tidying the kitchen.
4 You aren't listening to me.
5 Marta isn't having a shower.
6 Katie isn't wearing sunglasses.
- 4** 1 Are we writing in Spanish?; we aren't
2 Are they buying a new bookcase?; they are
3 Are you using the washing machine?; I am
4 Is she playing near the house?; she isn't
- 5** 1 're staying 5 has
2 'm sitting 6 don't like
3 visit 7 are you doing
4 go

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Grammar practice unit 3

- 1** 1 didn't buy 3 had 5 became
2 graduated 4 left 6 didn't move
- 2** 1 Did; get up; they did
2 Did; enjoy; I didn't
3 Did; have; she did
4 Did; send; you didn't
- 3** 1 Why did she buy the house?
2 What did he do at school?
3 How did they win the competition?
4 Who did you meet in town?
- 4** 1 was 2 were 3 wasn't 4 weren't
- 5** 1 There wasn't 3 There weren't 5 There weren't
2 There was 4 There was
- 6** 1 months ago Jack left home
2 saw a really scary film two days ago
3 sister got married a year ago
4 weeks ago I graduated from school
5 won a football match a month ago

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Grammar practice unit 4

- 1** 1 was 3 weren't 5 weren't
2 wasn't 4 was
- 2** 1 were cycling 4 wasn't raining
2 wasn't wearing 5 weren't studying
3 was having
- 3** 1 Why was your sister carrying a big bag?
2 Was Sam playing in the basketball match?
3 Were your friends walking near the river?
4 What were they talking about?
5 Where were Mike and Anna going?
- 4** 1 started; were watching
2 were driving; had
3 saw; was wearing
4 met; was travelling
5 skiing; fell
6 weren't wearing; arrived
7 arrived; were watching
- 5** 1 walked 6 said
2 wasn't looking 7 saw
3 were chatting 8 was running
4 was going 9 left
5 stopped

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Grammar practice unit 5

- 1** 1 can speak
2 couldn't understand
3 could play
4 can't program
5 can make
- 2** 1 The girls can play chess.
2 I could ride a horse when I was three.
3 We can't swim across the lake.
4 Alicia can compose music.
5 My brother couldn't ski on holiday last year.
- 3** 1 How many 3 How strict
2 How often 4 How far
- 4** worse, worst
further, furthest
heavier, heaviest
more intelligent, most intelligent
larger, largest
lighter, lightest
more peaceful, most peaceful
rarer, rarest
unhappier, unhappiest
slower, slowest
more artistic, most artistic
- 5** 1 youngest 5 more artistic
2 tallest 6 funniest
3 shorter 7 quieter
4 most intelligent

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Grammar practice unit 6

- 1** 1 won't give 4 'll be
2 will; leave 5 Will; win
3 won't use
- 2** 1 will love; won't think 4 won't go; 'll live
2 will learn; won't study 5 'll visit; won't stay
3 'll be; won't become
- 3** 1 When will you go to university?
2 Will we be famous one day?
3 Where will they go on holiday?
4 What will she do tonight?
- 4** 1 won't read; feels 4 you're; 'll do
2 rains; 'll go 5 'll give; tidy
3 Will you; help
- 5** 1 We'll go out if it's sunny.
2 If he wins, he'll be very happy.
3 I'll phone you if I finish my homework.
4 If they're angry, I won't speak to them.
- 6** 1 won't go; get 4 find; 'll be
2 go; 'll see 5 becomes; move
3 won't study; goes

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Grammar practice unit 7

- 1** 1 Don't forget to take your keys.
2 Do your homework now.
3 Don't be late for school.
4 Practise your English.
5 Don't eat so much chocolate.

- 2** 1 isn't 3 to be 5 aren't going
2 're 4 going
- 3** 1 He isn't going to talk to us.
2 They're going to play rugby.
3 You're going to drive to the train station.
4 We aren't going to meet them.
5 She's going to visit Australia.
- 4** 1 'm going to buy 4 'll get
2 's going to contact 5 'll look for
3 'll be
- 5** 1 Are you going to be late? Yes, I am.
2 Is he going to watch TV? No, he isn't.
3 Is she going to have lunch? Yes, she is.
4 Are we going to practise today? No, we aren't.
- 6** 1 'm playing 4 studying
2 Are; going 5 'm not doing
3 're meeting

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Grammar practice unit 8

- 1** 1 broken 5 painted 9 learnt
2 bitten 6 bought 10 spoken
3 driven 7 done 11 stayed
4 fallen 8 swum 12 visited
- 2** 1 has 4 hasn't 7 haven't
2 haven't 5 've 8 hasn't
3 've 6 has
- 3** 1 's done; hasn't finished
2 haven't bought; 've seen
3 has cooked; hasn't eaten
4 has fallen; hasn't broken
5 haven't cut; 've bruised
6 've practised; haven't won
- 4** 1 Has she ever composed any music?
2 Has the dog eaten its dinner?
3 Have they lived in another country?
4 Has he ever won a tennis tournament?
5 Have we watched this Shrek DVD?
6 Have you ever touched a snake?
- 5** 1 Have they ever met a famous actor?
Yes, they have.
2 Has he swum across a lake?
No, he hasn't.
3 Have we ever eaten Chinese food?
No, we haven't.
4 Have you given your mother a present?
Yes, I have.
5 Has she bruised her shoulder?
No, she hasn't.

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Grammar practice unit 9

- 1** 1 an open space 4 pollution
2 an office 5 crime
3 a youth club 6 a burger
- 2** 1 a lot of 3 any 5 some
2 much 4 many
- 3** 1 There aren't many cars on the road.
2 I didn't buy any burgers.
3 Is there much pollution here?
4 There are some nice parks in my town.
5 There are a lot of security cameras in the shopping centre.

- 4** 1 anything 3 anyone
2 someone 4 somewhere
- 5** 1 You shouldn't go in there.
2 He should watch out for traffic.
3 We mustn't take off our helmets.
4 She mustn't drive.
- 6** 1 shouldn't swim 3 mustn't wear it
2 should go to bed 4 must stop

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Vocabulary puzzles unit 1

- A** 1 a wallet 4 keys
2 a mobile phone 5 money
3 a bus pass
- B** 1 a laptop 5 a bag 8 jewellery
2 sunglasses 6 an ID card 9 a wallet
3 a purse 7 clothes 10 make-up
4 money
Mystery word: an umbrella
- C** •save •need •wears •give •collects •carry

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Vocabulary puzzles unit 2

- A** 1 there's a mirror behind the sofa.
2 there's a bookcase between the chairs.
3 there isn't a chair in front of the sofa.
4 there isn't a book under the sofa.
5 there isn't a picture on the table.
- B** 1 MIRROR 6 KITCHEN
2 DESK 7 BATHROOM
3 WARDROBE 8 CUPBOARD
4 MICROWAVE 9 WASHING MACHINE
5 LAMP
- C** 1 Heather's mother is having a shower.
2 Heather's father is doing the washing-up.
3 Heather's sister is cleaning the floor.
4 Heather's brother is making his / the bed.
5 Heather's grandmother is making dinner.
6 Heather's grandfather is having a bath.

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Vocabulary puzzles unit 3

- A** 1 do an exam 6 get a job
2 get married 7 win a competition
3 be born 8 become a professional
4 have a child 9 leave home
5 go to school 10 grow up
- B** •I want to graduate and move to a big city.
- C** Across: Down:
1 UPSET 2 SCARY
4 NAUGHTY 3 BORING
6 EXCITING 5 HORRIBLE
10 STRANGE 7 NERVOUS
11 FUN 8 CUTE
9 TASTY

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Vocabulary puzzles unit 4

- A**
- river
 - desert
 - mountains
 - sea
 - falls
 - lake
 - forest
 - valley
- B**
- 1 river
 - 2 desert
 - 3 forest
 - 4 lake
 - 5 ocean
 - 6 pole
 - 7 valley
 - 8 falls
- C**
- sailing
 - jumping
 - climbing
 - falling
 - skiing
- Agent X's name is Damian.

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Vocabulary puzzles unit 5

- A**
- 1 dancer
 - 2 cook
 - 3 composes
 - 4 program
 - 5 winner
 - 6 write
 - 7 player
- a** program **e** composes
b winner **f** write
c player **g** dancer
d cook
- B**
- 1 painter
 - 2 dance
 - 3 cook
 - 4 play
 - 5 singer
 - 6 writer
 - 7 composer
- C**
- 1 peaceful
 - 2 rare
 - 3 fast
 - 4 practical
 - 5 stupid
 - 6 domesticated
 - 7 common
 - 8 aggressive

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Vocabulary puzzles unit 6

- A**
- Across:
- 2 MILLENNIUM
 - 3 COUPLE
 - 5 DOZEN
 - 6 NOUGHT
 - 7 DAY
 - 8 DECADE
- Down:
- 1 BILLION
 - 2 MONTH
 - 3 CENTURY
 - 4 SECOND
- B**
- | Time | Number |
|------|----------|
| | quarter |
| hour | half |
| week | hundred |
| year | thousand |
- C**
- 1 PATIENT
 - 2 MOODY
 - 3 SHY
 - 4 AMBITIOUS
 - 5 PRACTICAL
 - 6 FRIENDLY
 - 7 NEGATIVE
 - 8 MEAN

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Vocabulary puzzles unit 7

- A**
- 1 journalist
 - 2 captain
 - 3 manager
 - 4 sponsor
 - 5 supporter
 - 6 finalist
 - 7 referee
 - 8 trainer
 - 9 owner
- B**
- 1 swimming champion
 - 2 football season
 - 3 athletics club
 - 4 skiing instructor
- C**
- 1 rugby stadium
 - 2 tennis player
 - 3 athletics team
 - 4 table tennis match
 - 5 cycling tournament

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Vocabulary puzzles unit 8

- A**
- cycled
 - bought
 - been
 - done
 - driven
 - played
 - Mystery word – volcano
- B**
- 1 cut
 - 2 break
 - 3 bruise
 - 4 bite
 - 5 sprain
- C**
- She's sprained her ankle.

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Vocabulary puzzles unit 9

- A**
- 1 crime
 - 2 traffic
 - 3 youth club
 - 4 noise
 - 5 pollution
 - 6 litter
 - 7 graffiti
- B**
- 1 public transport
 - 2 street light
 - 3 open spaces
 - 4 bins
 - 5 sign
- C**
- 1 get on
 - 2 pick up
 - 3 slow down
 - 4 run over
 - 5 go into
 - 6 put on
 - 7 take off
 - 8 speed up
 - 9 stay out of